

Adolescent Self-Regulatory Inventory (ASRI)

Name: _____

Date: _____

Rate how true each statement is for you ranging from *Not at all true for me* to *Really true for me*. Mark the box under the rating that best applies to you.

	Not at all true for me	Not very true for me	Neither true nor untrue for me	Somewhat true for me	Really true for me
1. It's hard for me to notice when I've —had enough (sweets, food, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I'm sad, I can usually start doing something that will make me feel better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If something isn't going according to my plans, I change my actions to try and reach my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can find ways to make myself study even when my friends want to go out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I lose track of the time when I'm doing something fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When I'm bored I fidget or can't sit still.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. It's hard for me to get started on big projects that require planning in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can usually act normal around everybody if I'm upset with someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all true for me	Not very true for me	Neither true nor untrue for me	Somewhat true for me	Really true for me
9. I am good at keeping track of lots of things going on around me, even when I'm feeling stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I'm having a tough day, I stop myself from whining about it to my family or friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can start a new task even if I'm already tired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I lose control whenever I don't get my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Little problems detract me from my long-term plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I forget about whatever else I need to do when I'm doing something really fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If I really want something, I have to have it right away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. During a dull class, I have trouble forcing myself to start paying attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. After I'm interrupted or distracted, I can easily continue working where I left off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If there are other things going on around me, I find it hard to keep my attention focused on whatever I'm doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all true for me	Not very true for me	Neither true nor untrue for me	Somewhat true for me	Really true for me
19. I never know how much more work I have to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When I have a serious disagreement with someone, I can talk calmly about it without losing control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. It's hard to start making plans to deal with a big project or problem, especially when I'm feeling stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I can calm myself down when I'm excited or all wound up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I can stay focused on my work even when it's dull.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I usually know when I'm going to start crying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I can stop myself from doing things like throwing objects when I'm mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I work carefully when I know something will be tricky.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I am usually aware of my feelings before I let them out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. In class, I can concentrate on my work even if my friends are talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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29. When I'm excited about reaching a goal (e.g., getting my driver's license, going to college), it's easy to start working toward it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I can find a way to stick with my plans and goals, even when it's tough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. When I have a big project, I can keep working on it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I can usually tell when I'm getting tired or frustrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I get carried away emotionally when I get excited about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I have trouble getting excited about something that's really special when I'm tired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. It's hard for me to keep focused on something I find unpleasant or upsetting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I can resist doing something when I know I shouldn't do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Moilanen, K. L. (2007). The Adolescent Self-Regulatory Inventory: The development and validation of a questionnaire of short-term and long-term self-regulation. *Journal of Youth and Adolescence*, 36, 835-848.

The Adolescent Self-Regulatory Inventory is used to measure self-regulation of teens. It has items suitable for measuring both short-term and long-term self-regulation.

Short-term regulation items are: 2, 6, 8, 9, 11, 13, 14, 16, 17, 18, 19, 21, and 22. **Long-term regulation items are:** 3, 4, 12, 15, 20, 23, 25, 26, 27, 28, 29, 30, 31, and 36. (When evaluating the scale based on short-term or long-term, the following questions are excluded from scoring: 1, 5, 7, 10, 24, 32, 33, 34, and 35.)

Scoring / Benchmarking:

Score items 3, 4, 9, 10, 11, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, and 36 as follows:

- Not at all true for me = 1
- Not very true for me = 2
- Neither true nor untrue for me = 3
- Somewhat true for me = 4
- Really true for me = 5

Reverse score items 1, 2, 5, 6, 7, 8, 12, 13, 14, 15, 16, 18, 19, 21, 34, and 35 as follows:

- Not at all true for me = 5
- Not very true for me = 4
- Neither true nor untrue for me = 3
- Somewhat true for me = 2
- Really true for me = 1

Add all the scores together. Higher scores indicate an ability to self-regulate.

Short-term vs. long-term self-regulation capacity can also be measured. Short-term regulation items are: 2, 6, 8, 9, 11, 13, 14, 16, 17, 18, 19, 21, and 22. Score as indicated above, and add together only these items. Higher scores indicate a greater ability to self-regulate in the short-term.

Long-term regulation items are: 3, 4, 12, 15, 20, 23, 25, 26, 27, 28, 29, 30, 31, and 36. Score as indicated above, and add together only these items. Higher scores indicate a greater ability to self-regulate in the long-term. When evaluating the scale based on short-term or long-term, the following questions are excluded from scoring: 1, 5, 7, 10, 24, 32, 33, 34, and 35.

Creator(s) of this tool: Moilanen, K. L. (2007). The Adolescent Self-Regulatory Inventory: The development and validation of a questionnaire of short-term and long-term self-regulation. *Journal of Youth and Adolescence*, 36, 835-848.