

**Casey Life Skills American Indian Assessment Supplement  
Caregiver  
(Version 1.1)**

**Instructions:** This assessment allows you to evaluate the life skills of the youth you have in mind. Please try to answer all the questions.

## **Demographics**

1. Youth's gender:       Male       Female

2. Youth's current age (years): \_\_\_\_\_

3. Youth's grade in school:

- |   |  |
|---|--|
| <input type="radio"/> 1 <sup>st</sup> grade | <input type="radio"/> 9 <sup>th</sup> grade  |
| <input type="radio"/> 2 <sup>nd</sup> grade | <input type="radio"/> 10 <sup>th</sup> grade |
| <input type="radio"/> 3 <sup>rd</sup> grade | <input type="radio"/> 11 <sup>th</sup> grade |
| <input type="radio"/> 4 <sup>th</sup> grade | <input type="radio"/> 12 <sup>th</sup> grade |
| <input type="radio"/> 5 <sup>th</sup> grade | <input type="radio"/> Trade School           |
| <input type="radio"/> 6 <sup>th</sup> grade | <input type="radio"/> In college             |
| <input type="radio"/> 7 <sup>th</sup> grade | <input type="radio"/> Not in school          |
| <input type="radio"/> 8 <sup>th</sup> grade | <input type="radio"/> Other                  |

4. Youth's race/ethnicity? (Please choose all that apply to you)

- |   |  |
|---|--|
| <input type="radio"/> American Indian or Alaskan Native | <input type="radio"/> Korean                 |
| <input type="radio"/> Asian Indian                      | <input type="radio"/> Native Hawaiian        |
| <input type="radio"/> Black, African-American           | <input type="radio"/> Other Asian            |
| <input type="radio"/> Chinese                           | <input type="radio"/> Other Pacific Islander |
| <input type="radio"/> Filipino                          | <input type="radio"/> Other Race: _____      |
| <input type="radio"/> Guamanian or Chamorro             | <input type="radio"/> Samoan                 |
| <input type="radio"/> Hispanic/Latino/Spanish           | <input type="radio"/> Vietnamese             |
| <input type="radio"/> Japanese                          | <input type="radio"/> White                  |

5. Youth's primary race/ethnicity? (Please choose only one)

- |   |  |
|---|--|
| <input type="radio"/> American Indian or Alaskan Native | <input type="radio"/> Korean                 |
| <input type="radio"/> Asian Indian                      | <input type="radio"/> Native Hawaiian        |
| <input type="radio"/> Black, African-American           | <input type="radio"/> Other Asian            |
| <input type="radio"/> Chinese                           | <input type="radio"/> Other Pacific Islander |
| <input type="radio"/> Filipino                          | <input type="radio"/> Other Race: _____      |
| <input type="radio"/> Guamanian or Chamorro             | <input type="radio"/> Samoan                 |
| <input type="radio"/> Hispanic/Latino/Spanish           | <input type="radio"/> Vietnamese             |
| <input type="radio"/> Japanese                          | <input type="radio"/> White                  |

6. If the youth is American Indian, Native American, or Alaska Native, please write the name of their Tribal or Community Affiliation on the line below.

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**7. Youth's current living situation:**

- On my own (alone or shared housing)
- With my birth (biological) parents
- With my birth (biological) mother or father
- With my adoptive parent(s)
- With my foster parent(s) who is/are unrelated to me
- With relatives (not foster care)
- With relatives who are also my foster parents
- In a group home or residential facility
- In a juvenile detention or corrections facility
- With a friend's family (not foster care)
- At a shelter or emergency housing
- With my spouse, or partner, or boyfriend or girlfriend
- Other

**8. How many years has the youth been in this living situation: \_\_\_\_\_**

**9. Youth lives with you:**       Yes       No

**10. Your relationship to this youth:**

- Birth, step, or adoptive parent
- Licensed foster parent, including kin
- Other relative, not foster care
- Other caregiver or guardian
- Service provider (e.g., caseworker, therapist, child care worker)
- Teacher
- Other

**11. How many years have you known this youth: \_\_\_\_\_ (YEARS)**

**12. Postal (zip) code of the youth's home address (for research purposes): \_\_\_\_\_**

**13. When completing this assessment, I am at the following location:**

- |   |   |
|---|---|
| <input type="radio"/> Employment or vocational agency             | <input type="radio"/> Recreation facility (like YMCA, Boys/Girls Club)        |
| <input type="radio"/> Youth/family community service agency       | <input type="radio"/> Where I live  |
| <input type="radio"/> School library, classroom, or computer room | <input type="radio"/> University  |
| <input type="radio"/> Public library                              | <input type="radio"/> Church, synagogue, temple, mosque or religious facility |
| <input type="radio"/> Foster care agency                          | <input type="radio"/> Juvenile detention or corrections facility              |

**Knowledge & Behavior Items:** Please circle the number (1, 2 or 3) that best describes the you:

	<b>Not Like Me</b>	<b>Somewhat Like Me</b>	<b>Very Much Like Me</b>
<b>Resources/Trust</b>			
1. He/she knows where to go for help.	1	2	3
2. He/she knows who to ask for help.	1	2	3
<b>Money Values</b>			
1. He/she knows that success is not simply having money or material things.	1	2	3
2. He/she thinks that money buys happiness.	3	2	1
<b>Religious/Spiritual Beliefs</b>			
1. He/she lives life in a religious/spiritual way.	1	2	3
2. He/she is respectful of others.	1	2	3
3. He/she is respectful of elders.	1	2	3
4. He/she does what can be done for his/her family.	1	2	3
5. He/she does what can be done for his/her tribal/native community.	1	2	3
6. He/she tries to live in balance/harmony with others.	1	2	3
<b>Tribal Affiliation</b>			
1. He/she knows his/her tribal/native heritage.	1	2	3
2. He/she is connected to his/her tribal/native heritage.	1	2	3
3. He/she knows his/her tribal/native history.	1	2	3
4. He/she participates in his/her tribal/native community activities.	1	2	3
5. He/she knows his/her tribal/native traditions such as food, religion and language.	1	2	3
6. He/she is connected to his/her tribal/native traditions such as food, religion and language.	1	2	3
7. He/she participates in tribal/native ceremonies.	1	2	3
8. He/she avoids tribal/native community activities.	3	2	1

	<b>Not Like Me</b>	<b>Somewhat Like Me</b>	<b>Very Much Like Me</b>
<b>Family/Community Values</b>			
1. He/she ignores his/her family.	3	2	1
2. He/she has a relationship with his/her family.	1	2	3
3. He/she has a relationship with his/her tribal/native community.	1	2	3
4. He/she understands when to use "Indian" humor.	1	2	3
5. He/she communicates in a respectful way.	1	2	3
6. He/she learns from his/her elders.	1	2	3
<b>Living In Two Worlds</b>			
1. He/she is able to move back and forth between the reservation and city as needed.	1	2	3
2. He/she feels comfortable in the company of other cultures.	1	2	3
3. He/she is respectful of other cultures.	1	2	3
4. He/she has compassion towards others.	1	2	3
5. He/she knows how to stand up for himself/herself in a respectful way.	1	2	3

### **Assessment Evaluation**

**1. Not counting today, how many times have you taken an ACLSA assessment?**

\_\_\_\_\_

**2. I filled out this assessment (please mark all that apply):**

- With an adult     By myself     With a friend

**3. How did you like this assessment?**

- I liked it     It was OK     I didn't like it

**Additional Questions**

This section is for use with questions provided by a tribal member, school or agency. If no questions have been provided, you may stop here. Thank you.

	A	B	C	D	E
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