

# **Ansell-Casey Life Skills Assessment**

## **Caregiver Level 4**

### **(Version 4.0)**

**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. **What is the youth's race/ethnicity? (Please choose all that apply)**

- |   |  |
|---|--|
| <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. **What is the 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 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. Does the youth live with you?**

- Yes
- No

**10. What is your relationship to the 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)
- Teacher
- Other

**11. How many years have you known this youth? \_\_\_\_\_**

**12. Postal (zip) code of your home address: \_\_\_\_\_**

**13. Youth has a Social Security card. \_\_\_\_\_**

**14. Youth has a copy of their birth certificate. \_\_\_\_\_**

**15. Youth has a photo I.D. \_\_\_\_\_**

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

- Employment or vocational agency
- Youth/family community service agency
- School library, classroom, or computer room
- Public Library
- Foster care agency

- Recreation facility (like YMCA, Boys/Girls Club)
- Where I live
- University
- Church, synagogue, temple, mosque or religious facility
- Juvenile detention or correction facility

### **Knowledge and Behavior Items**

Please circle the number (1, 2 or 3) that best describes the youth:

	<b>Not like the youth</b>	<b>Somewhat like the youth</b>	<b>Very much like the youth</b>
<b>Career Planning</b>			
1. Has used school resources to investigate different types of employment	1	2	3
2. Discusses education plans with teachers, employer, or counselors	1	2	3
3. Knows of resources in the community that provide tutoring	1	2	3
4. Has explored work-related internships	1	2	3
5. Reads to improve his/her work skills	1	2	3
6. Knows the education required for the work he/she is interested in doing	1	2	3
7. Sometimes reads materials to further his/her knowledge in a specific area	1	2	3
8. Has a career plan	1	2	3
9. Can find financial aid resources to further his/her education	1	2	3
10. Can name two reasons why personal contacts can be important in finding a job	1	2	3
11. Knows where to find information about job-training	1	2	3
12. Can explain the difference between assertive and aggressive behavior	1	2	3
13. Can demonstrate two positive ways for dealing with discrimination	1	2	3

	<b>Not like the youth</b>	<b>Somewhat like the youth</b>	<b>Very much like the youth</b>
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**Daily Living**

1. Plans nutritious meals	1	2	3
2. Evaluates his/her diet for nutritional balance	1	2	3
3. Eats a variety of healthy foods each day	1	2	3
4. Thinks about how what he/she eats impacts his/her health	1	2	3
5. Looks at calories and fat content on product labels	1	2	3
6. Eats some vegetables each day	1	2	3
7. Uses a shopping list at the grocery store	1	2	3
8. Compares prices to get the best value	1	2	3
9. Cleans kitchen equipment after meal preparation	1	2	3
10. Can make meals using a recipe	1	2	3
11. Follows the directions on cleaning products	1	2	3
12. Checks clothing-care directions when doing laundry	1	2	3
13. Uses good table manners	1	2	3
14. Can access the internet	1	2	3
15. Can set up a free email account	1	2	3

**Housing and Money Management**

1. Can calculate the costs of car ownership (e.g., registration, maintenance)	1	2	3
2. Can describe how to monitor a checking account balance	1	2	3
3. Can describe how to develop a good credit rating	1	2	3
4. Can name three disadvantages of purchasing with credit	1	2	3

	<b>Not like the youth</b>	<b>Somewhat like the youth</b>	<b>Very much like the youth</b>
5. Knows the typical fee charged for ATM transactions	1	2	3
6. Understands what is covered by liability car insurance	1	2	3
7. Knows where to find tax information on a pay stub	1	2	3
8. Knows how to find out about his/her credit rating	1	2	3
9. Can calculate housing start-up costs (e.g., application fee, security deposit)	1	2	3
10. Knows where in his/her community one can get help for completing tax returns	1	2	3
11. Knows the advantages and disadvantages of buying from "rent-to-own" stores	1	2	3
12. Knows what information is asked for in an apartment rental application	1	2	3
13. Balances his/her bank statement regularly	1	2	3
14. Can use an Automatic Teller Machine (ATM)	1	2	3
15. Understands the consequences of breaking a lease	1	2	3
16. Can explain the benefits of having homeowner or renter's insurance	1	2	3
17. Has completed an income tax form	1	2	3
18. Plans for the expenses that he/she must pay each month	1	2	3
19. Can name two ways to invest money	1	2	3
20. Can identify two ways to put money into savings	1	2	3
21. Keeps a record when he/she pays bills	1	2	3
22. Can complete a money order	1	2	3
23. Can get to an appointment by him/her self, even if he/she has not been to that location before	1	2	3

	<b>Not like the youth</b>	<b>Somewhat like the youth</b>	<b>Very much like the youth</b>
24. Can describe two or more ways to search for housing	1	2	3
25. Knows the necessary steps for getting a driver's license	1	2	3
26. Can compare housing choices based on cleanliness and costs	1	2	3
27. Has developed a budget	1	2	3
28. Computes discounts, for example, how much a \$12.90 item would cost after a 15% discount	1	2	3
29. Knows the consequences of driving without insurance	1	2	3
<b>Self Care</b>			
1. Can identify two signs of pregnancy	1	2	3
2. Can identify two community resources that provide prenatal care	1	2	3
3. Can identify two ways to avoid peer pressure to use drugs	1	2	3
4. Can identify three methods of birth control	1	2	3
5. Can explain ways to protect him/her self from sexually transmitted diseases (STDs)	1	2	3
6. Knows how to talk to a partner about sexually transmitted diseases (STDs)	1	2	3
7. Can describe two strategies for responsible drinking	1	2	3
8. Can explain what to do when a fever doesn't improve	1	2	3
9. Can resist pressure to have sex	1	2	3
10. Can explain how hygiene affects one's health	1	2	3
11. Can explain when it is best to make a doctor's appointment instead of visiting the emergency room	1	2	3

	<b>Not like the youth</b>	<b>Somewhat like the youth</b>	<b>Very much like the youth</b>
12. Knows how to make a dental appointment	1	2	3
13. If illegal drugs are offered to him/her, he/she can refuse them	1	2	3
14. Treats simple injuries like cuts, bites, stings and splinters	1	2	3
15. Knows where to go to get help with depression or other emotional problems	1	2	3

### **Social Relationships**

1. Confides in his/her friends	1	2	3
2. Turns to others for support when he/she has family problems	1	2	3
3. Is part of a group, besides his/her family, that cares about him/her	1	2	3
4. Shows others that he/she cares about them	1	2	3
5. Encourages others to talk about their feelings	1	2	3
6. Is comfortable with the number of friends he/she has	1	2	3
7. Can identify two or more people he/she can turn to for help	1	2	3
8. Usually receives feedback without getting angry	1	2	3
9. Can safely interact with others on the internet	1	2	3

### **Work Life**

1. Demonstrates the behaviors required of a good employee (e.g., being on time)	1	2	3
2. Understands what is appropriate behavior in a job interview	1	2	3
3. Accepts supervision and direction	1	2	3

	<b>Not like the youth</b>	<b>Somewhat like the youth</b>	<b>Very much like the youth</b>
4. Can ask a supervisor for help if he/she needs it	1	2	3
5. Has completed a job application	1	2	3
6. Gets along with co-workers	1	2	3
7. Manages his/her time to complete tasks	1	2	3
8. Thanks people when they do things for him/her	1	2	3

**Extra Items**

1. Knows where a fire extinguisher is located where he/she lives	1	2	3
2. Knows the rights and responsibilities of a tenant	1	2	3
3. Knows how to get emergency assistance to pay utilities	1	2	3
4. Knows whom to contact to get low-income housing	1	2	3
5. Knows where in his/her area to go to access the internet	1	2	3
6. Can explain the benefits of doing volunteer work	1	2	3
7. Can use resources other than the newspaper to find job openings	1	2	3
8. Has written his/her resume	1	2	3
9. Knows where the nearest state employment office is located	1	2	3
10. Knows how to use a computer	1	2	3
11. Understands what is included in employee benefits	1	2	3

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

- With the youth     By myself

**Additional Questions**

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

	A	B	C	D	E
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