Self- Management

Instrument: Ansell Casey Life Skills Assessment (ACLSA) II—Youth

Scale/Subscale Name: Self-Management


Developers: Casey Family Programs, 1300 Dexter Avenue North, Floor 3, Seattle, WA 98109-3542, Phone: 206.282.7300, Fax: 206.282.3555

Year: 2009, (Version 4.0)

Target Audience(s): Youth, ages 10 and 12

Language other than English available: Spanish, French

Type: Behavior

Data collected: Quantitative

Data collection format: Self-report – Pre/post

Reading Level: Flesch-Kincaid grade level: Not available

Existence of test/technical manuals, user guides, supplemental materials: User guide, see reference

Level of training necessary for administration/scoring/interpretation: None necessary for administration. Minimal knowledge of measurement needed for scoring and interpretation.

Widespread Use/Professional Endorsements: Widely utilized tool, especially for at-risk, disability and foster care populations; frequently listed as recommended tool for transition planning assessment; frequently cited in literature

Cost of Use: No cost is associated with the use of this survey.

Description:
- The ACLSA is a measure of life skills acquisition, available in youth self-report and caregiver report formats.
- The assessment consists of four developmental levels: ACLSA-I (ages 8-9), ACLSA-II (ages 10-12), ACLSA-III (ages 13-15), and ACSLA-IV (ages 16 and older).
• The youth format contains items to measure self-reported knowledge and behaviors, as well as a brief performance section to test actual knowledge of life skills.

• The caregiver form asks a parent or other adult to rate the youth on the same set of knowledge and behavior items used in the youth self-report. The caregiver form does not have a performance section. There is no caregiver form for ACLSA-IV.

• The ACLSA takes about 20 to 30 minutes to complete, depending on the ACLSA level and reading level of the respondent.

• 60 items (instrument), 9 items (Self-Management subscale), 3-pt Likert items; on-line version—automatic scoring and report, paper version—hand-scoring guide available from developer

• The ACLSA, version 4.0, is composed of five to six domains, depending on ACLSA level. The domains include: Communication, Self-Care, Social Relationships, Work Life, Housing & Money Management and Daily Living. Within a domain, items tap a variety of skills and practical knowledge.

Psychometrics:
Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as "no information provided." It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability:  A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument

**Psychometric information is based on previous version of instrument--ACLSA, 3.0.

  **Internal Consistency:** Overall alpha---.92; domains range from 0.55 to 0.88
  **Inter-Rater Reliability:** No information available
  **Test-Retest:** Second administration ranged from .71 to .87

Validity:  The extent a measure captures what it is intended to measure.

  **Content/Face Validity:** Comprehensive description of content (life skills) domain and development process; collaboratively developed over years by experts in the field as well as youth and parents
  **Criterion Validity:** Several studies indicated that ACLSA is related to a criterion measurement of a similar construct
  **Construct Validity:** Evidence suggests the ACLSA is sensitive enough to portray differences in ability
References:
Construct: Decision Making and Goal Setting

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Rating Scale:

0 = Not Like Me
1 = Somewhat Like Me
2 = Very Much Like Me

Items:

1. I look over my work for mistakes
2. I can explain why good job references are important
3. I can describe the steps to reach one of my goals
4. I think about how my choices affect my future a year or more from now
5. I think about how my choices affect others
6. I think about more than one choice when I decide something
7. When I’m not sure about a choice, I ask my friends or family for ideas
8. I can explain the education or training needed for my career options
9. I get my work done on time

Scoring:

- No reverse coding for any items
- Sum all items responses for a total scale score. Scale score ranges from 0-18.
- Higher scores indicate better decision making and goal setting skills.
- Note: Guide available from developer for paper version; on-line version provides automatic scoring and report