LIFE SKILLS SCALES (standardized)

_AAMR Adaptive Behavior Scale (School Edition)_
The AAMR Adaptive Behavior Scale-School Edition (ABS-S:2) assesses the current functioning of children 3-0 through 18-11 years of age being evaluated for evidence of mental retardation. Part One focuses on personal independence and is designed to evaluate coping skills considered important to independence and responsibility in daily living. The Part One skills are grouped into nine behavior domains: Independent Functioning, Physical Development, Economic Activity, Language Development, Numbers and Time, Prevocational/Vocational Activity, Self-Direction, Responsibility, and Socialization.

_Adaptive Behavior Inventory_
The ABI evaluates the functional daily living skills of school-age children (ages 6-0 to 18-11) and helps identify students believed to be mentally retarded or emotionally disturbed. The domains relevant to life skills are self-care skills and communication skills. The classroom teacher or other professional staff completes both the ABI and the ABI-Short Form, and both yield Adaptive Behavior Quotients, standard scores, and percentile ranks.

_Kaufman Functional Academic Skills Test_
The K-Fast, unlike adaptive behavior inventories that ask an informant to rate how a person functions, requires subjects to show they can perform the requested skill. K-FAST reading and arithmetic tasks relate to everyday activities, such as: understanding labels on drug containers, follow directions in a recipe, budget monthly expenses, or make price comparisons between products.

_Life-Centered Career Education Competency Assessment Knowledge Batteries_
The LCCE Knowledge Battery for Daily Living Skills are designed to be used with the LCCE Curriculum, but could stand alone as a comprehensive assessment of knowledge related to life skills functioning. It is a standardized criterion-referenced instrument and contains multiple-choice knowledge questions, written at the fourth grade reading level.

_Responsibility and Independence Scale for Adolescents_
The RISA is an individually administered, norm-referenced instrument designed to assess adaptive behavior in social settings. The Responsibility section of the instrument is the most relevant to personal-social assessment. It has 52 items related to a broad class of behaviors that meet social expectations and standards or interpersonal interaction, social
accountability, and fairness to others. These items are clustered into three areas: Self-
Management, Social Maturity, and Social Communication.

Scales of Independent Behavior-Revised
The SIB-R provides a comprehensive, norm-referenced assessment of adaptive and
maladaptive behavior of four cluster areas of adaptive behavior: motor skills, social
interaction and communication skills, personal living skills, and community living skills.
There is a version also available for use with the visually impaired.

Street Survival Skills Questionnaire
The SSSQ was designed to assess community relevant adaptive behavior skills. It
provides subscale assessments for Basic Concepts, Functional Signs, Tool Identification
and Use, Domestic Management, health, First Aid and Safety, Public Services, Time,
Money, and Measurement.

Vineland Adaptive Behavior Scale-2
The VAB-2 is a general appraisal of adaptive behavior skills across the domains of
communication, daily living skills, socialization, motor skills, and maladaptive behavior.
Of primary interest is the domain of daily living skills.

LIFE SKILLS SCALES (non-standardized, but commercially available)

Ansell-Casey Life Skills Assessment (Level III)
The Ansell-Casey Life Skills Assessment (ACLSA) is a computerized assessment
designed to provide an evaluation of youth independent living skills. It consists of
statements about life skills that the youth and his/her caregivers complete. Areas assessed
include: Daily Living Tasks, Housing & Community Resources, Money Management
Self-Care, Social Development (Communication, Relationships, Community Values),
and Work & Study Habits (Career Planning, Decision-Making, Study Skills). All
assessments and the scored reports generated are free of charge. See the following URL:
http://www.seta.net/greatstart/html/lifeskills.html

BRIGANCE® Life Skills Inventory
This inventory provides a comprehensive set of life skills assessment for high school
students with mild cognitive and learning disabilities across the areas of speaking and
listening skills, functional writing skills, money and finance, food, clothing, health, and
travel and transportation.

Functional Skills Screening Inventory
The FSSI for Windows is a web-based assessment, not a norm-referenced test
administered to persons in a standardized testing setting. The FSSI describes the
individual's behavior, based upon observer ratings in natural environments. It focuses on
the functional skills needed to live and work independently in the community. See
Life-Centered Career Education Competency Assessment Performance Batteries

The LCCE Performance Battery for Daily Living Skills are designed to be used with the LCCE Curriculum, but could stand alone as a comprehensive assessment of knowledge related to life skills functioning. It is a standardized criterion-referenced instrument and contains multiple-choice knowledge questions.

GENERAL TRANSITION INSTRUMENTS THAT INCLUDE LIFE SKILLS ASSESSMENTS

Enderle-Severson Transition Rating Scales

The ESTRS provide a general screening of knowledge and skills needed for transitions from school to adult living. The ESTR-J is the version designed to assess students with higher cognitive abilities and the ESTR-III is the version appropriate for those with moderate to severe or multiple disabilities.

Transition Skills Inventory

The TSI is embedded in the NEXT S.T.E.P.: Student Transition and Educational Planning curriculum. It is not a stand-alone assessment that can be purchased separately, but is an activity in the curriculum that provides students with the opportunity to assess themselves and compare their own self-assessments with those of their families and the school. One of the four major domains of the instrument relates to personal-social skills.

Transition Behavior Scale

The TBS-2 assesses the readiness of a student to enter the world of employment and independent living. It yields scores in three areas, two of which relate to personal-social behaviors directly.

Transition Planning Inventory-Updated Version

The TPI-UV is a 46-item screening assessment across nine transition planning areas, including Interpersonal Relationships. It is a rating scale format with ratings designed for the student, the family, and the school. A profile form provides a comparison of the three ratings for identifying agreements, discrepancies, and need for further information. There is a computer version of the TPI as an alternative to the print version. The TPI-UV provides translations in several languages, including Spanish, Chinese, Korean, and Japanese.