



Dream Life Skills Assessment Scale (DLSAS)

Please complete this scale while observing, or as soon as possible after observing, the child. You may need to spend some time observing before you decide on your rating. Do not spend too long thinking about each question, just record your impression. For each question, consider age appropriateness (think of actual age, rather than physical appearance).

Mark the most relevant number in the boxes for each question. The comments box can be used to provide example observations that helped you decide on your rating, or for other comments (optional).

Name of child	Gender	Name of assessor
Actual age	How old does the child look?	Is the child having difficulty working in a language other than his/her native language?

	Does not yet do	Does with lots of help	Does with some help	Does with a little help	Does independently
IO. Interacting with others For example, does X interact appropriately with peers, staff, opposite sex? Does X communicate effectively? Does X show sensitivity to others' needs and feelings?					
Comments					
DP. Overcoming difficulties and solving problems For example, does X find a way around obstacles that arise? Does X ask for help appropriately? Does X solve problems successfully?					
Comments					
TI. Taking Initiative For example, does X carry out tasks without being told? Does X show age-appropriate leadership?					
Comments					
MC. Managing Conflict For example, does X show appropriate assertiveness? Does X resolve disagreements appropriately? Does X accept appropriate discipline? Does X do this without violence or foul language or running away?					
Comments					
UI. Understanding and following instructions Does X understand appropriate instructions when given? Does X comply with instructions? Does X ask for clarification when needed?					
Comments					
OS. FOR THE OVERALL SCORE, ADD ALL ITEMS AND DIVIDE BY 5					
Comments					

Kennedy, F., Pearson, D., Brett-Taylor, L. & Talreja, V. (2014). The Life Skills Assessment Scale: Measuring life skills in disadvantaged children in the developing world. *Journal of Social Behavior and Personality: An International Journal*, 42(2), 197-210.

DREAM LIFE SKILLS ASSESSMENT SCALE

Dream Life Skills Assessment Scale (DLSAS) has been developed by Dr. David Pearson and Dr. Fiona Kennedy from the UK who have been working together with Dream a Dream since 2007 to develop and publish a standardised and reliable impact measure for Dream a Dream's life skills programmes for young people from vulnerable backgrounds.

Their immense work has resulted in a paper co-authored by them along with Dream a Dream co-founder and CEO, Vishal Talreja. This has been accepted for publication in Social Behaviour and Personality: An International Journal for March 2014 (Kennedy, F., Pearson, D., Brett Taylor, L. & Talreja, V.). The Life Skills Assessment Scale: Measuring life skills of disadvantaged children in the developing world. Social Behaviour and Personality: An International Journal 42(2), 197-210.

DLSAS CAN BE USED FOR:

MEASURING PROGRAMME IMPACT

Find out how effective interventions are at increasing life skills among disadvantaged children in India.

GETTING A SKILLS PROFILE FOR AN INDIVIDUAL CHILD

Look at five different skills to see relative strengths in an individual child.

COMPARING AN INDIVIDUAL'S SCORES WITH NORMS

See how one child compares with the average scores for their age group.

ALLOCATING A CHILD TO THE PROGRAMME BEST FOR THEM

See how a child thrives in different programmes and help them choose the best one for them.

COMPARING ONE PROGRAMME WITH ANOTHER

Discover which life skills are best developed by a given programme.

FEEDBACK ON PROGRESS

Let stakeholders (donors, parents, teachers, careers, children) see progress visually.

DLSAS CAN BE USED BY:

NGOs

Give feedback to stakeholders, inform strategy and maximise effectiveness.

DONORS

Make better informed decisions about funding allocation and support.

RESEARCHERS

Advance the study of life skills

CLINICIANS

Use life skills as an outcome measure alongside mental health measures and know it is appropriate for disadvantaged children.

PROGRAMME DEVELOPERS

Check out programme performance at an early stage

FEEDBACK ON PROGRESS

Keep track of the progress of children in your care.

ABOUT THE AUTHORS



Dr. DAVID PEARSON

Consultant Clinical Psychologist, is a specialist in child and adolescent mental health, formerly an NHS Head of Psychology and Honorary Tutor at the University of Southampton. He has worked for government hospitals (NHS) for over twenty years including heading the Psychology Department for both adult and child services as a part of the Isle of Wight (NHS) Trust, UK. Research interests and publications have included clinical applications in child hyperactivity, food additives, hallucinations and effects of child adversity. He has also published a wide range of international scientific journals and edited a mental health text book with Fiona Kennedy.



Dr. FIONA KENNEDY

Consultant Clinical Psychologist, was formerly an NHS Director of Psychology and Honorary Tutor at Manchester, Southampton and Exeter Universities. She is Associate Fellow of the British Psychological Society (BPS) and previously Chief Examiner for the Statement of Equivalence. She is an Accredited Trainer, Supervisor and Therapist with the British Association for Behaviour and Cognitive Therapists. She has published journal articles and book chapters on consequences of child trauma and personality problems, and recently edited a book on dissociation along with David Pearson.



Mr. VISHAL TALREJA

Co-founder & CEO, Dream a Dream has been working with young people from disadvantaged backgrounds in India for over 15 years. He has been instrumental in scaling the impact of Dream a Dream's work to over 75,000 young people with support from over 3000 volunteers. He is an Ashoka Fellow and Eisenhower Fellow and also sits on the boards of organisations such as India Cares Foundation and Unltd India.

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