

**Illinois Statewide Technical Assistance Center (ISTAC)  
Systematic Information Management for Educational Outcomes (SIMEO)  
Individual Family Stressors Tool 2.0**

**Facilitator completes the following tracking information in conjunction with family:**

**How to complete this form: Answers to survey should reflect the team's experience over the past month or past three months, depending on frequency of assessment**

1) Date tool was completed: \_\_\_\_\_

2) Please identify the period of assessment:

- Time 1/Baseline   
  Time 2   
  Time 3   
  Time 4   
  Time 5   
  Time 6   
  Time 7   
  Time 8  
 Discharge

3) Student Name: \_\_\_\_\_ 4) Student ID: \_\_\_\_\_

5) Student's Date of Birth: \_\_\_\_\_

Place an X in the rating column that mostly approximates at the state of stress at the time of rating

<b>Individual Family Stressors</b>					
<b>Stressor 1: Parent – School Relationship</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
6) Family's interaction with school, school personnel or school meetings					
7) Power imbalance between family and school					
8) Parents feel lack of respect from school					
9) Unprofessional behavior on part of school					
10) Lack of collaboration					
11) Mistrust between parent and school					
12) Disregard for parental concerns					
13) Fear of retaliation by school					
14) Lack of communication					
15) Lack of appropriate teaming					
16) Excluded from important decisions					
17) Conflict with school					
18) Formal state complaint filed against the school/district					
<b>Stressor 2: Child's Behavior in Community</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
19) Child's inability to participate in community activities					
20) Family's inability to engage in community events or access public places					
21) Child's excessive fear or anxiety outside the home					

<b>Individual Family Stressors</b>					
<b>Stressor 2: Child's Behavior in Community (continued)</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
22) Child's tendency to elope					
23) Family unable to go to movies, pools, block parties, etc.					
24) Unable to go to others' homes					
25) Unwelcome touching of other people and belongings					
26) Sensory overload in crowded or noisy places					
27) Family unable to go grocery shopping and/or out to eat					
28) Family unable to go on family trips					
29) Unfriendly looks or comments from others					
30) Only one parent is able to attend sibling's and other events					
<b>Stressor 3: Child's Social Difficulties</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
31) Makes comments and exhibits behaviors that offend others					
32) Inability to advocate for self					
33) Exposes family secrets					
34) Lack of friends/playmates					
35) Bullying of the child					
36) Child pulled into inappropriate social situations					
37) Lack of understanding of boundaries in intimate and casual relationships					
<b>Stressor 4: Aggressive or Self-Injurious Behavior</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
38) Aggressive behavior					
39) Self-injurious behavior					
40) Child is in danger of getting hurt due to self injurious behavior					
41) Others are in danger of getting hurt as a result of child's behavior					
<b>Stressor 5: Family Interactions and/or Family Functions</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
42) Limited time/attention for siblings					
43) Strained relationships with extended family					
44) Lack of energy/time to devote to marriage					
45) Limited recreation/leisure time to nurture family					

<b>Individual Family Stressors</b>					
<b>Stressor 5: Family Interactions and/or Family Functions (cont.)</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
<b>46)</b> Concern over relationship between focus child and sibling(s)					
<b>47)</b> Resentment by sibling					
<b>48)</b> Siblings put into "third-parent" role					
<b>49)</b> Criticism by extended family related to how child is parented					
<b>50)</b> Differences between expectations of roles between parents					
<b>51)</b> Difference in level of acceptance of child's diagnosis between immediate and or extended family members					
<b>52)</b> Lack of quality time between parents					
<b>53)</b> Impact on sibling friendships					
<b>54)</b> Lack of routine and structure in home					
<b>Stressor 6: Respite/Child Care</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
<b>55)</b> Respite is not accessible/available					
<b>56)</b> Child care is not accessible/available					
<b>57)</b> Family is unable to find trained respite					
<b>58)</b> Family is unable to find child care workers					

<b>59)</b> Family is unable to afford child care or respite					
<b>60)</b> Extended family is unable or unwilling to provide respite or child care					
<b>61)</b> Training is not available for extended family or child care workers					
<b>62)</b> Turnover of reliable and consistent respite and or child care workers					
<b>Stressor 7: Child's Health/Safety</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
<b>63)</b> Lack of fear					
<b>64)</b> Unresponsive to pain					
<b>65)</b> Bolting or running					

<b>Individual Family Stressors</b>					
<b>Stressor 7: Child's Health/Safety (continued)</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
<b>66)</b> Lack of access to equipment to maintain safety of child					
<b>67)</b> Untrained first responders					
<b>68)</b> Naivety of student with strangers or potentially harmful situations					
<b>69)</b> Extreme limited diet that may affect nutritional health					
<b>70)</b> Unable to find medical and dental care (professionals willing and able to provide care for child)					
<b>71)</b> Child's acceptance of dental care					
<b>73)</b> Sensory issues related to hair cuts					
<b>74)</b> Sensory issues related to dental care					
<b>75)</b> Sensory issues related to medical procedures					
<b>76)</b> Pica					
<b>77)</b> Puberty and associated behaviors					
<b>78)</b> Co-morbid medical issues: e.g., OCD, anxiety, depression					
<b>79)</b> Seizure activity					
<b>80)</b> Impact of seizures					
<b>81)</b> Medication issues					
<b>82)</b> Child's unwillingness or lack of cooperation in taking daily medication					
<b>83)</b> Problems with sleep					
<b>84)</b> Bowel issues/problems					
<b>85)</b> Special diet of child					
<b>86)</b> Lacks knowledge of or ability to provide important personal information (mom and dad's phone number, address, their own full name)					
<b>87)</b> Toe walking					
<b>Stressor 8: Child's Problems with Activities of Daily Living</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
<b>88)</b> Cannot dress self					
<b>89)</b> Unable to bathe					
<b>90)</b> Unable to groom: e.g., self-brushing teeth, hair					
<b>91)</b> Lacks independent toileting skills					
<b>92)</b> Lacks typical sleep routine					

<b>Individual Family Stressors</b>					
<b>Stressor 8: Child's Problems with Activities of Daily Living (cont.)</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
93) Unable to feed self					
94) Does not eat with utensils					
95) Unable to make meals or snacks					
96) Inability to maintain a job					
97) Lacks budgeting and personal finance skills					
98) Cannot access and use transportation					
99) Does not understand and follow street signs					
100) Inability to use telephone					
<b>Stressor 9: Economic Stress</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
101) Parent has had to quit a job to care for the child					
102) Parent has lost job or reduced hours due to loss of or lack of appropriate child care					
103) Cost of transportation					
104) Cost of therapies					
105) Cost of services					
106) Cost of private education					
107) Cost of special social program(s)					
108) Cost of (home)programming					
109) Cost of child care or respite					
110) Cost of personal care items					
111) Cost of medical care/insurance					
112) Cost of specialty clothing					

113) Cost of special food and supplements					
<b>Stressor 10: Educational Program School</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
114) Poorly defined IEP goals					
115) Lack of differentiated instruction					
116) Concern over methodologies					

<b>Individual Family Stressors</b>					
<b>Stressor 10: Educational Program – School (continued)</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
<b>117)</b> Inexperienced or ineffective teachers/related service providers/aides					
<b>118)</b> Lack of adequate yearly progress					
<b>119)</b> Insufficient instructional time					
<b>120)</b> Lack of functional curriculum					
<b>121)</b> Lack of access to general education curriculum					
<b>122)</b> Inaccurate evaluations					
<b>123)</b> Inappropriate educational placement					
<b>124)</b> Lack of interaction with typical peers					
<b>125)</b> Extended school year concerns					
<b>126)</b> Unidentified or unmet needs related to disability					
<b>127)</b> Poor child-teacher relationship					
<b>128)</b> Lack of supports, accommodations or modifications					
<b>129)</b> Mismatch with characteristics of classroom or classmates					
<b>130)</b> Problems with transportation					
<b>130)</b> Problems with extracurricular activities					
<b>131)</b> Scheduling issues					
<b>132)</b> Excessive teacher/therapist absence					
<b>133)</b> Concerns regarding transitions between classes, teachers, schools					
<b>134)</b> Concerns regarding transition to adulthood					
<b>134)</b> Lack of effective communication system					
<b>135)</b> Ineffective or disregarded behavior intervention plan					
<b>136)</b> Inappropriate behavior plan					
<b>137)</b> Lack of training for staff to implement IEP and behavioral strategies					
<b>138)</b> Lack of support to staff to enable implementation of strategies					
<b>Stressor 11: Educational Program - Home</b>	<b>No to Low Stress (1)</b>	<b>Low to Moderate Stress (2)</b>	<b>Moderate Stress (3)</b>	<b>Moderate To High Stress (4)</b>	<b>High Stress (5)</b>
<b>139)</b> Parents do not know how to begin a home program					
<b>140)</b> Parents cannot find people to implement home program					
<b>141)</b> Parents do not know how to evaluate the home program					

Individual Family Stressors					
Stressor 11: Educational Program – Home (continued)	No to Low Stress (1)	Low to Moderate Stress (2)	Moderate Stress (3)	Moderate To High Stress (4)	High Stress (5)
142) Lack of coordination between the home and school program					
143) Turnover in staff for home program					
144) Lack of resources for home program					
<b>Other</b>					
145) Public transportation not available					
146) Lack of computer access and availability					