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CTI Area Berica
Scuola Polo Inclusione



CTI Bassano - Asiago

Centro Territoriale per l'Inclusione
Area Vicenza Ovest



Comune di
Vicenza



ASSOCIAZIONE
la Nostra Famiglia



ATTACHMENT 3

Actions School-Services-Families

Gruppo Interistituzionale Disturbi Comportamento

CHECKLIST FOR PARENTS AND CAREGIVERS

**Indicators of emotional distress
in children and adolescents**

**Students with internalizing
behavioural difficulties or disorders**

CHECKLIST FOR PARENTS AND CARE GIVERS

Indicators of emotional distress in children and adolescents

Child's/Adolescent's name: _____

Birth date: _____ ☐ Boy ☐ Girl

School: _____

Specific school: _____ Class: _____

This form is filled in by (e.g. mother, father,...):

Date: ____ / ____ / ____

Warning. This assessment form is not to be considered as having diagnostic value. It aims at recording some important behavioural features to be shared with school teachers and psychologists. Information is confidential.

Part 1.

Check the frequency of the behaviours listed below, according to the rating scale given.

0 = the behaviour never occurs/ the behaviour hardly ever occurs (once or twice a month)

1 = the behaviour rarely occurs (once or twice a week)

2 = the behaviour often occurs (many times a week)

3 = the behaviour always occurs (many times a day)

The child/adolescent...

1. ... starts crying his eyes out suddenly, sometimes after a little mishap	0	1	2	3
2. ...manifests unmotivated outbursts of anger	0	1	2	3
3. ... looks sad, apathetic, unmotivated or bored	0	1	2	3
4. ...has sleep disturbances such as difficulty falling asleep, nocturnal awakenings, nightmares, etc...	0	1	2	3
5. ... feels fatigue and lack of energy	0	1	2	3
6. ... suffers from physical complaints such as headaches, stomachaches, nausea, etc.	0	1	2	3
7. ... finds it difficult to concentrate while doing his school	0	1	2	3

assignments, while playing, while watching TV, etc.				
8. ...’s behaviour is typical of younger children (e.g. bed-wetting, thumb sucking, etc.)	0	1	2	3
9. ... is in a restless and anxious mood and he can’t stay still, etc.	0	1	2	3
10. ... is not interested in activities he likes (e.g. going to sport training, playing a game, etc.)	0	1	2	3
11. ... needs a long time to recover from negative emotions (fear, sadness, etc.)	0	1	2	3
12. ...is inconsolable when feeling strong emotions (e.g. fear) and the adult is of no help	0	1	2	3
13. ...reports negative opinions about himself (e.g. he suffers from low self-esteem), about other people (e.g. “everybody hates me”) and about the future (e.g. “I’ll never succeed”)	0	1	2	3
14. ... manifests other unusual behaviours (specify: _____)	0	1	2	3
Total score _____				
Part 2. Referring to the previous indicators, answer the following questions.				
Have other people (e.g a teacher, a relative,...) ever witnessed these behaviours? ☐ YES ☐ NO Who and where: _____ _____ _____				
Have these behaviours been occurring for two months at least? ☐ YES ☐ NO				
Are these behaviours so intense to prevent the child/adolescent from taking part in everyday activities (school, sport training, music lessons, parties, etc.)? ☐ YES ☐ NO				

Score grid

PART 1	
Total score < 10	<u>Monitoring stage</u> <i>The child/adolescent does not present emotional distress. However, the child/adolescent's behaviour should be still monitored in everyday life.</i>
Total score 11 – 21	<u>Attention stage</u> <i>Light emotional distress can be perceived in the child/adolescent although it is not so intense or frequent. The child's/adolescent's behaviour should be increasingly monitored in everyday life. Teachers should be involved in order to verify the presence of the same features at school as well.</i>
Total score > 21	<u>Intervention stage</u> <i>An intense emotional distress can be noticed in the child/adolescent. Teachers and the child's/adolescent's pediatrician should be promptly involved.</i>
PART 2	
One or more questions are answered "Yes"	<i>The indicators of emotional distress are characterized by pervasiveness and continuity; as a result, school teachers are to be promptly involved in order to analyse the situation thoroughly.</i>