

YOUTH SUCCESS MOVEMENT

Family Homelife Survey

Confidential · For family and Movement use only

Parent / Guardian name: _____

Date: _____

Child name(s) and grade(s): _____

Village / School: _____

Why this survey matters

Everything that happens at home affects your child's ability to learn. This survey is not a test and there are no wrong answers. It is a honest look at your family's current reality — the starting point for building a plan that actually fits your life.

Your answers guide everything that comes next. They help us understand where your child's learning environment is strong, where it can be strengthened, and whether any factor needs immediate attention. Honest answers lead to better support for your child.

1 HOUSEHOLD STABILITY — housing, finances, and basic needs

1 = Crisis level — immediate help needed

2 = Very unstable — significant concern

3 = Adequate — stable but could improve

4 = Good — mostly stable and secure

5 = Excellent — stable and secure

	1	2	3	4	5
Level of housing stability (safe, secure, not at risk of losing housing)	☐	☐	☐	☐	☐
Level of food security (enough nutritious food available consistently)	☐	☐	☐	☐	☐
Level of financial stability (bills paid, not in crisis, some breathing room)	☐	☐	☐	☐	☐
Access to reliable transportation to school, appointments, and activities	☐	☐	☐	☐	☐

If you scored any item a 1 or 2, please know that help is available. Reach out to your Family Ambassador or contact 211 for local resources.

2 RELATIONSHIPS AND HOME STRESS — the emotional climate your child lives in

Family structure (check all that apply)

- ☐ Single-parent home
- ☐ Two-parent / partnered home
- ☐ Extended family in the home (grandparent, aunt/uncle, etc.)
- ☐ Other caregiver arrangement

- 1 = Very high conflict / very little support — crisis level
 2 = Frequently tense or unstable — significant concern
 3 = Generally stable, some stress — adequate
 4 = Mostly calm and supportive — good
 5 = Warm, stable, and nurturing consistently — excellent

	1	2	3	4	5
Quality and stability of adult relationships in the home	☐	☐	☐	☐	☐
Level of conflict or tension your child is exposed to at home	☐	☐	☐	☐	☐
Level of emotional support available to your child from adults at home	☐	☐	☐	☐	☐
Your own stress level as a parent / caregiver right now	☐	☐	☐	☐	☐
Availability of extended family or community support (grandparents, neighbors, faith community, etc.)	☐	☐	☐	☐	☐

3 HEALTH AND MENTAL WELLBEING — physical and emotional health of child and family

- 1 = Crisis / untreated / very poor
 2 = Significant concern — below average
 3 = Average — manageable but could be better
 4 = Good — above average
 5 = Excellent — thriving

Child's health

	1	2	3	4	5
Child's overall physical health	☐	☐	☐	☐	☐
Child's emotional / mental health (mood, anxiety, self-esteem)	☐	☐	☐	☐	☐
Access to healthcare and dental care for the child	☐	☐	☐	☐	☐

Parent / caregiver health

	1	2	3	4	5
Your own overall physical health	☐	☐	☐	☐	☐
Your own mental health and emotional wellbeing	☐	☐	☐	☐	☐

Note: Your wellbeing directly affects your child's wellbeing. It is not selfish to take care of yourself — it is essential.

4 SLEEP AND NUTRITION — two of the most direct influences on learning

- 1 = Consistently poor / never
 2 = Rarely adequate — significant concern
 3 = Sometimes adequate — inconsistent
 4 = Usually good — mostly consistent
 5 = Consistently good — a strong habit

Sleep

	1	2	3	4	5
Child gets the recommended hours of sleep for their age (ages 5–8: 9–11 hrs; ages 9–12: 9–10 hrs; teens: 8–9 hrs)	☐	☐	☐	☐	☐
Child has a consistent bedtime and sleep routine	☐	☐	☐	☐	☐
Child wakes rested and alert (not frequently exhausted or difficult to wake)	☐	☐	☐	☐	☐
Screens are off at least 30 minutes before bedtime	☐	☐	☐	☐	☐

Nutrition

	1	2	3	4	5
Child eats a nutritious breakfast before school	☐	☐	☐	☐	☐
Child's overall diet is balanced and includes fruits, vegetables, and protein	☐	☐	☐	☐	☐
Child drinks adequate water throughout the day (not primarily juice or soda)	☐	☐	☐	☐	☐
Child has access to enough food consistently (no food insecurity)	☐	☐	☐	☐	☐

5 SCREEN TIME — *passive versus active use and daily limits*

- 1 = No limits / no awareness — significant concern
 2 = Rarely managed — below average
 3 = Sometimes managed — inconsistent
 4 = Usually managed — mostly appropriate
 5 = Consistently managed — healthy and purposeful

	1	2	3	4	5
Total daily screen time for child is within healthy limits (2 hrs or less for school-age children)	☐	☐	☐	☐	☐
Screen content is primarily educational or purposeful (not passive entertainment)	☐	☐	☐	☐	☐
Screens are kept out of the bedroom / off at bedtime	☐	☐	☐	☐	☐
Family has and follows screen time rules that everyone understands	☐	☐	☐	☐	☐

6 LEARNING ACTIVITIES AT HOME — *daily habits that build the learning brain*

- 1 = Never — this does not happen
 2 = Rarely — once a week or less
 3 = Sometimes — a few times per week
 4 = Often — most days
 5 = Daily and consistently — a strong habit

	1	2	3	4	5
Reading aloud to child or child reading aloud (20+ minutes daily)	☐	☐	☐	☐	☐
Rich conversation — asking questions, discussing ideas, storytelling	☐	☐	☐	☐	☐
Vocabulary building — introducing and discussing new words naturally	☐	☐	☐	☐	☐
Memory games or exercises (card games, word games, recall activities)	☐	☐	☐	☐	☐
Consistent, supported homework time with a calm space to work	☐	☐	☐	☐	☐
Access to books at home (library visits, home bookshelf, e-books)	☐	☐	☐	☐	☐

Educational environment (Yes / No)

	Yes	No
The importance of education is regularly emphasized to the child	☐	☐
Child has access to a computer with reliable internet for schoolwork	☐	☐
Homework support is consistently available when the child needs it	☐	☐
The home has a quiet, dedicated space for reading and study	☐	☐

7 PLAY, MOVEMENT, AND OUTDOOR ACTIVITY — *essential for brain development at every age*

- 1 = Never — this does not happen
 2 = Rarely — once a week or less
 3 = Sometimes — a few times per week
 4 = Often — most days
 5 = Daily and consistently — a strong habit

	1	2	3	4	5
Child has regular outdoor time and outdoor experiences	☐	☐	☐	☐	☐
Child has opportunity for unstructured play (not screen-based)	☐	☐	☐	☐	☐
Child has opportunity to play with other children (social play)	☐	☐	☐	☐	☐
Child gets regular physical exercise or active movement	☐	☐	☐	☐	☐

8 CHILD STRESS SIGNALS — *observable signs that your child may be carrying stress*

Children often cannot name their stress — they show it. These questions ask you to observe your child's behavior patterns over the past few months. Check any that apply.

I have noticed the following in my child recently (check all that apply):

- ☐ Frequent stomach aches, headaches, or physical complaints with no medical cause
- ☐ Sleep problems — difficulty falling asleep, nightmares, or waking during the night

- ☐ Increased irritability, mood swings, or emotional outbursts
- ☐ Withdrawal from family, friends, or activities they used to enjoy
- ☐ Increased anxiety, worry, or fearfulness
- ☐ Reluctance or refusal to go to school
- ☐ Significant changes in appetite (eating much more or much less)
- ☐ Difficulty concentrating or a sudden increase in distraction
- ☐ Statements that suggest low self-esteem (“I’m stupid,” “I can’t do anything right”)
- ☐ None of the above — my child does not show these signs

If you checked three or more items, please discuss this with your Family Ambassador. Many of these signs respond well to the homelife changes covered in this journey.

9 SIGNIFICANT STRESS OR CHANGE — a gentle gateway to understanding your child’s history

Research shows that significant stressful events in a child’s life — loss, major change, trauma, or prolonged hardship — leave a measurable mark on brain development and learning. You do not need to share details here. This question helps us understand whether this is a factor to explore further.

	Yes	No
Has your child experienced a significant loss, major life change, or prolonged period of stress in the past two to three years? (Examples: death in the family, parents separating, a move, serious illness, change in caregiver, or a period of severe family hardship.)	☐	☐
Has your child ever received counseling or mental health support?	☐	☐
Would you like to learn more about how early stress and trauma affect learning?	☐	☐

If you answered Yes to the first question, we will offer guidance on this topic further in your journey. It is one of the most important — and most often overlooked — factors in a child’s academic struggle.

Parent reflection (optional)

Looking at this survey as a whole, what is the one area where a change would make the biggest difference for your child right now?
