

# WG/UNICEF Child functioning module: Preliminary results from Samoa & Supporting documentation

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# Samoaan data collection:

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In 2014 the Samoan Bureau of Statistics undertook a Demographic and Health Survey that included a disability component:

- included the WG short set of questions for those 18 years of age and older
- included the WG/UNICEF module on child functioning and disability for those 2 through 17 years of age (2 age cohorts: 2-4 years and 5-17 years)

# Children aged 2-4 years:

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Total N=2,139

**7 domains of functioning:** seeing, hearing, walking, communication, learning, behavior, playing

Valid data in 4 or more domains of functioning were required for inclusion in analyses.

Cases with >3 domains missing = 61 (2.85%): these cases were deleted from analyses

Effective N=2,078

(All results are preliminary and unweighted)

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## Difficulty walking (2-4 years):

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	Frequency	Percent	Valid Percent
No difficulty	2,023	97.4	99.1
Some difficulty	12	.6	.6
A lot of difficulty	5	.2	.2
Cannot do at all	2	.1	.1
Sub-total	2,042	98.3	100.0
Missing	36	1.7	
Total	2,078	100.0	

# Analysis of probe question:

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A probe was included for those who indicated *some* or *a lot of difficulty* **walking**.

- 17 responded *some* (12) or *a lot* (5) / 15 of these (10 *some* and 5 *a lot*) responded to the probe question on concern
- 0 were of no concern = indicating no false positives
- All 5 responses of *a lot of difficulty* were considered a lot of concern

# Children aged 5-17 years:

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Total N=7,426

**12 domains of functioning:** seeing, hearing, walking, self-care, communication, cognition, anxiety, depression, attention, coping with change, behavior, relationships

Valid data in 7 or more domains of functioning were required for inclusion in analyses.

Cases with > 5 domains missing = 173 (2.32%): these cases were deleted from analyses

Effective N=7,253

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## Difficulty with self-care (5-17 years):

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	Frequency	Percent	Valid Percent
No difficulty	7,171	98.9	98.9
Some difficulty	65	.9	.9
A lot of difficulty	12	.2	.2
Cannot do at all	5	.1	.1
Total	7,253	100.0	100.0

# Analysis of probe question:

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A probe was included for those who indicated *some* or *a lot of difficulty* on the **self-care** question (feeding/dressing).

- 77 responded *some* (65) or *a lot* (12) / 71 of these (60 *some* and 11 *a lot*) responded to the probe question on concern
- 4 (*some difficulty*) were of no concern = indicating few false positives
- All 11 responses of *a lot of difficulty* were considered a lot of concern



# Difficulty remembering things (5-17 years):

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	Frequency	Percent	Valid Percent
No difficulty	7,144	98.5	98.6
Some difficulty	78	1.1	1.1
A lot of difficulty	21	.3	.3
Cannot do at all	6	.1	.1
Sub-total	7,249	99.9	100.0
Missing	4	.1	
Total	7,253	100.0	

# Analysis of probe question:

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A probe was included for those who indicated *some* or *a lot of difficulty* **remembering things**.

- 99 responded *some* (78) or *a lot* (21) / 97 of these (76 *some* and 21 *a lot*) responded to the probe question on concern
- 1 (*some difficulty*) were of no concern = indicating few false positives
- 19 of 21 responses of *a lot of difficulty* were considered a lot of concern

# Difficulty with changes in routine (5-17 years):

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	Frequency	Percent	Valid Percent
No difficulty	7,157	98.7	98.8
Some difficulty	69	1.0	1.0
A lot of difficulty	9	.1	.1
Cannot do at all	8	.1	.1
Sub-total	7,243	99.9	100.0
Missing	10	.1	
Total	7,253	100.0	

# Analysis of probe question:

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A probe was included for those who indicated *some* or *a lot of difficulty* **accepting changes to routine**.

- 78 responded *some* (69) or *a lot* (9) / 75 of these (66 *some* and 9 *a lot*) responded to the probe question on concern
- 2 (*some difficulty*) were of no concern = indicating few false positives
- All 9 responses of *a lot of difficulty* were considered a lot of concern

# Crude Disability Prevalence estimates:

	Age in years			
	2 – 4	5 – 9	10-17	2 – 17
Number of domains	7	12		
Minimum # of effective domains	4 or more	7 or more		
Number of cases	2,078	3,021	4,232	9,331
Cut-off is <b>cannot do at all</b> in at least 1 domain	0.8	2.7	2.3	2.1
Cut-off is at least <b>a lot of difficulty</b> in at least 1 domain	3.0	5.3	3.7	4.1
Cut-off is <b>some difficulty</b> in at least 2 domains	10.3	7.2	3.4	6.2
Cut-off is <b>some difficulty</b> in at least 1 domain	21.9	15.0	8.5	13.6

# Guidelines for producing statistics on children with disabilities

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- Objective: Provide guidance for those considering collecting data on children with disabilities
- Discusses conceptual and theoretical issues related to measuring disability
- Includes considerations for designing, planning, and implementing the collection of data on children with disabilities
- Expected to be ready in early 2016

# Table of contents

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**Chapter 1:** Overview

**Chapter 2:** The importance of monitoring child development and disability

**Chapter 3:** Concepts and definitions

**Chapter 4:** Assessing environmental factors and participation in child disability

**Chapter 5:** Key domains of child development and disability

**Chapter 6:** Review of methods /tools used to measure disability in children

**Chapter 7:** Key considerations in planning, designing, and implementing the collection of data on disability in children

**Chapter 8:** Data analysis and dissemination

**Chapter 9:** Translating knowledge into action

**Chapter 10:** Conclusions

# Manual/User's Guide for the UNICEF/WG child functioning and disability module

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- Objective: This manual provides background information on the development of the module, as well as technical information that will be useful for countries intending to implement it.
- The manual should be used in conjunction with the general Multiple Indicator Cluster Survey (MICS) manual which discusses the overall survey methodology in detail.
- Expected to be ready in early 2016



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**Chapter 1: The Importance of Disability Statistics for Children:** discusses the need for reliable data that is comparable across countries; the complexities in collecting such data and findings from previous data collection efforts.

**Chapter 2: Background:** presents the International Classification of Functioning, Disability and Health (ICF) as the conceptual framework for the child functioning and disability module and describes the steps that UNICEF and the WG used to design, test and validate the instrument.

**Chapter 3: How to Use the Module:** presents options for using the questionnaire as a module in an ongoing household survey such as the MICS or the Demographic Health Survey (DHS), as a screening tool for a two-stage data collection process or as a stand-alone module in a health or disability survey.

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**Chapter 4: Content of the Module:** describes the rationale behind each question and how the module differs from questionnaires designed to measure disability among adults.

**Chapter 5: Implementing the Module:** provides special instructions about translation, pretesting, sample requirements, identification of respondents and eligible children and guidelines for customization

**Chapter 6 Data processing:** provides guidance and for entering the data and syntaxes for data processing.

**Chapter 7 Data analysis and dissemination:** provides guidance for analysing and interpreting the findings, calculating indicators, and tabulating and reporting the data.

# Workshops on the measurement of child disability

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**Purpose:** To build/strengthen local capacity for data collection, interpretation, and use.

**Content:** Concepts, models and measures of disability, survey design, data processing, data analysis, data dissemination and data use.

**Audience(s):** National Statistics Offices, other Government staff, local researchers, DPOs, etc.

**When:** The workshops are expected to take place in 2015/2016.

**Where:** All 7 UNICEF regions (Latin America and the Caribbean, West and Central Africa, East and Southern Africa, Middle East and North Africa, CEE/CIS, East Asia and the Pacific, and South Asia).