

Module on child functioning and disability: questions proposed (1)

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Module on child functioning and disability: **Domains**

Vision

Hearing

Walking

Self-care

Communication

Learning

Emotion

Behaviour

Attention

Coping with change

Relationship

Playing

Module on child functioning and disability: **Assessing difficulties**

The important element in assessing difficulties in the domains is the detrimental effect of the difficulties on the child's daily activities in terms of home life, classroom learning, friendships and leisure activities.

Module on child functioning and disability

PREAMBLE (*interviewer read*): **The next questions ask about difficulties your child may have in doing certain activities...**

Response categories are:

- 1) No difficulty
- 2) Some difficulty
- 3) A lot of difficulty
- 4) Cannot do at all

Exception for *Emotions and Behaviour*:

- 1) The same or less
- 2) More
- 3) A lot more

Seeing: Proposed Questions

Children aged 2-17 years

1a) Does [he/she] wear glasses or contact lenses?

Yes/No

1b) Does [he/she] have difficulty seeing [*if (1a) is Yes*],
when wearing his/her glasses?

Source: WG Extended set

Seeing: Domain Objective

The purpose of the questions is to identify children/youth who have vision difficulties or problems of any kind (including colour blindness or astigmatism) even when wearing glasses (if they wear glasses).

Difficulties may be: seeing things close up or far away, not be able to see out of one eye or be only able to see directly in front, but not to the sides.

Any difficulty with vision that they consider a problem should be captured.

Hearing: Proposed Questions

Children aged 2-17 years

2a) Does [he/she] use a hearing aid?

Yes/No

2b) Does [he/she] have difficulty hearing [*if (2a) is Yes*],
when using his/her hearing aid(s)?

Source: WG Extended set

Hearing: Domain Objective

The purpose of the questions is to identify children/youth who have some hearing loss or problems of any kind (including tinnitus) with their hearing even when using a hearing aid (if they wear a hearing aid).

Difficulties may be: not be able to hear in one ear or both, hearing problems only when in a noisy environment, or in distinguishing sounds from different sources.

Any difficulty with hearing that they consider a problem should be captured.

Walking: Proposed Questions

Children aged 2-4 years

3a) Compared with children of the same age, does [he/she] have difficulty walking?

Source: similar to WG Short set

Walking: Proposed Questions

Children aged 5-17 years

3b) Compared with children of the same age, does [he/she] have difficulty walking 500 meters on level ground?

(That would be about.... *[Insert country specific example]*)

Only for answers ***some/a lot difficulty or cannot do at all*** to 3b:

3c) Compared with children of the same age, does [he/she] have difficulty walking 100 meters on level ground?

(That would be about.... *[Insert country specific example]*)

Source: WG Extended set

Walking: Domain Objective

The purpose of these questions is to identify children/youth who have some limitation or problems of any kind getting around on foot.

Any difficulty with walking that is considered problematic should be captured.

Walking: Domain Objective

Difficulties may be:

- not be able to walk any distance without stopping to rest,
- not be able to walk without using some type of device such as a cane, a walker or crutches or holding on to someone,
- totally unable to stand for more than a minute or two
- need a wheelchair to get from place to place.

Musculoskeletal problems are generally associated with difficulties in walking but such difficulties can also result from impairments in balance, endurance and non-musculoskeletal systems.

Self-care: Proposed Questions

Children aged 5-17 years

- 4) Compared with children of the same age, does [he/she] have difficulty with self-care such as feeding or dressing him/herself?

Source: similar to the WG Short set

Self-care: Domain Objective

The purpose of this question is to identify children/youth who have some problems with taking care of themselves independently.

Feeding and dressing represent tasks that occur on a daily basis and can be considered basic activities.

It seems not appropriate to ask this question of children aged 2-4.

Communication: Proposed Questions

Children aged 2-4 years

5a) Does [he/she] have difficulty understanding you?

6a) Do you have difficulty understanding what your child wants?

Communication: Proposed Questions

Children aged 5-17 years

- 5b) Compared with children of the same age and using [his/her] usual language, does [he/she] have difficulty understanding other people?
- 6b) Compared with children of the same age and using [his/her] usual language, does [he/she] have difficulty being understood by other people?

Source: similar to the WG short set

Communication: Domain Objective

The purpose of these questions is to identify children/youth who have some problems in communication.

Communicating refers to the exchange of information or ideas between two people through the use of any language (voices, signs or write)

Two aspects of communication are considered: understanding others (**receptive communication**) and being understood by others (**expressive communication**).

Learning: Proposed Questions

Children aged 2-3 years

7a) Compared with children of the same age, does [he/she] have difficulty learning the names of common objects?

Children aged 3-17 years

7b) Compared with children of the same age, does [he/she] have difficulty learning to do new things?

Children aged 5-17 years

8) Compared with children of the same age, does [he/she] have difficulty remembering things that they have learned?

Learning: Domain Objective

The question 7a) intends to capture the competence of the child to represent persons, objects, events and feelings.

Common object refers to anything with the children may be familiar in his/her context (for example, toys, animals, vehicles).

Question 7b): **“To do new things”** refers to any kind of activities (very general, to be investigated)

Learning: Domain Objective

Remembering: refers to an individual using his/her memory capacity in order to recall what has happened around them (either the recent past or further back).

In connection with children, remembering is often associated with storing facts learned in school and being able to retrieve them when needed.

Emotions: Proposed Questions

Children aged 5-17

9) Compared with children of the same age, how much does (he /she) worry or feel sad?

- The same or less
- More
- A lot more

It seems not appropriate to address this domain for children aged 2-4.

Emotions: Domain Objective

All children have some worries and may feel sad, but what children worry about can vary as well as the impact of those worries on the child's daily activities.

These worries may result in the child being restless, tired, inattentive, irritable, tense, and having sleep problems.

Behaviour: Proposed Questions

Children aged 2-4 years

10) Compared with children of the same age, how much does (he/she) kick, bite or hit other children or adults?

The same or less // More // A lot more

Source: MICS Early Childhood Development Questionnaire

Children aged 5-17 years

10) Compared with children of the same age, how much difficulty does (he/she) have controlling his/her behaviour?

Behaviour: Domain Objective

All children are badly behaved sometimes.

For example, they can have temper outburst, argue with adults, deliberately annoy others, blame others, get easily annoyed or angry, resentful, spiteful and vindictive.

Difficulties controlling behaviour include: telling lies, fighting, bullying, running away from home, skipping school/playing truant.

Attention: Proposed Questions

Children aged 5-17

11) Compared with children of the same age, does (he/she) have difficulty completing a task?

It seems not appropriate to address this domain for children aged 2-4.

Attention: Domain Objective

Attention: refers to an individual using his mental ability to accomplish some task such as reading, calculating numbers, learning something. It is associated with focusing on the task at hand in order to complete the task. It is the act of directing ones full attention to one subject or to focus without distraction on one thing.

Children with difficulties in attention cannot concentrate on a task, make careless mistakes, lose interest very quickly, do not listen, are disorganised, forgetful and easily distracted. This kind of difficulties is often associated with hyperactivity or learning difficulties.

Coping with change: Proposed Questions

Children aged 5-17 years

12) Compared with children of the same age, does (he/she) have difficulty accepting change to plans or routine?

It seems not appropriate to address this domain for children aged 2-4.

Coping with change: Domain Objective

The purpose of this question is to identify children/youth who have difficulty in changes to the routine of their everyday lives.

The question should capture those children with autistic spectrum disorder which is often characterised by inflexible routine and rituals.

Relationships: Proposed Questions

Children aged 5-17 years

13) Does [he/she] have difficulty getting along with children of his/her age?

It seems not appropriate to address this domain for children aged 2-4.

Relationships: Domain Objective

A child's social life usually revolves around their friends.

Friends have the potential for bringing happiness to children but they can also help children cope with bullying, victimisation and rejection.

There are many reasons why children may have difficulty in making or keeping friends:

- stigmatization because of a physical health problem or
- communication difficulties resulting from learning difficulties or autism.

Relationships: Domain Objective

The purpose of this question is to identify children/youth who may have difficulty in in making and keeping friends.

Being shy and reserved and choosing to enjoy one's own company is not considered as a difficulty.

Playing: Proposed Questions

Children aged 2-5 years

14 a1) Compared with children of the same age, does [he/she] have difficulty playing with toys or household objects?

Children aged 2-12 years

14a2) Compared with children of the same age, does [he/she] have difficulty playing with other children?

Children aged 13-17 years

14b) Compared with children of the same age, does [he/she] have difficulty doing things with other children? *(Include things that children usually do together)*

Playing: Domain Objective

Play is not a basic action as some of the earlier domains included here (e.g. seeing, hearing, mobility).

Its accomplishment involves the organization of complex, coordinated activities or skills. These may include hand/eye coordination, communication, and mobility, among others.

As with the ability to create and maintain relationships, there are many reasons why children may have difficulty.

Whether alone or in the company of others, a child's ability to play is a building block to the development of social skills.
