Cognitive test results and Finalization of the Module on Child Functioning and Disability

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Use of measures of child functioning and disability

Describe the population at risk – to inform policy.

Classify the population to monitor disparities in participation by disability status (also provides a prevalence rate).

Identify a population for 2nd stage assessment. (Improve our understanding of population data.)

To provide services to children identified.
Cognitive Training/Testing:

Sites:
• September 2012, Mumbai, India
• January 2013, Belmopan, Belize
• April 2013, Muscat, Oman
• July 2013, Podgorica, Montenegro

Analysis:
• Individual country reports
• Larger, unified analysis (N=224)
Overview of Primary Findings

- Child disability questions perform differently than adult disability questions

- Primarily in 2 ways:
  - Parental proxy
  - Parent’s knowledge of “what is normal” - comparing to other children the same age
Overview of Primary Findings

- Parent proxy reports:
  - Parent expectations
  - Relationship between parent and child
  - Potential for False Positives
  - Domains most affected: those that generate parent frustration (Learning/remembering, communication, Attention/completing a task)
Overview of Primary Findings

- Comparing with children the same age
  - Respondents do not always make this comparison
  - Domains most effected: those that children do without other children; those that are isolated or internal activities (Self-care, Emotions, Attention)
Compared to Same Age

- Yes
  - Compared with neighborhood children, relatives same age
  - Compared with classmates same age

- No
  - Compared with siblings or relatives different ages
  - No comparison to any children

+ Shaded Boxes potentially out of scope
Directions/Plans

• Cannot eliminate the parental proxy dynamic

• However, can...
  • Restructure some questions
  • Examine the degree to which error occurs

• Revised field questionnaire with structured probe questions
  • cognitively tested, winter 2013/14 in US
  • field tested 2014
Preamble

The next questions ask about difficulties your child may have in doing certain activities...
Response options:

Unless noted otherwise, all response categories are:
1) No difficulty
2) Some difficulty
3) A lot of difficulty
4) Cannot do at all

7) Refused
9) Don’t know
Notes on changes to previous versions:

Changes in question wording and response options are denoted in red.

÷ denotes that the phrase “Compared to children of the same age” has been removed.

~ denotes that the phrase “and using his/her usual language” has been removed.

^ denotes that the phrase “with toys or household objects” has been removed.
Seeing

Children aged 2-17 years

1a) Does [name] wear glasses?  
Yes/No

[If child wears glasses]

1b) When wearing [his/her] glasses, does [name] have difficulty seeing?  
Would you say... [Read response categories]

[If child does NOT wear glasses]

1b) Does [name] have difficulty seeing?  
Would you say... [Read response categories]
Hearing

Children aged 2-17 years

2a) Does [name] use a hearing aid?
   Yes/No

[If child uses a hearing aid]
2b) When using [his/her] hearing aid(s), does [name] have difficulty hearing?
   Would you say... [Read response categories]

[If child does NOT use a hearing aid]
2b) Does [name] have difficulty hearing?
   Would you say... [Read response categories]
Walking

Children aged 2-17 years

Does [name] use any equipment or receive help for walking?

Yes/No
Walking

Children aged 2-4 years

[If child uses equipment or receives help]

3a1) Without the use of any equipment or assistance, does [name] have difficulty walking?
Would you say... [Read response categories; do not include No difficulty]

[If child does NOT use equipment or receives help]

3a2) Compared with children of the same age, does [name] have difficulty walking?
Would you say... [Read response categories]
Walking

Children aged 5-17 years

[If child uses equipment or receives help]

3b1) ÷ Without the use of any equipment or assistance, does [name] have difficulty walking 100 yards/ meters on level ground? That would be about the length of 1 football field. [Or insert country specific example].

Would you say... [Read response categories do not include No difficulty]

If Cannot do at all, skip to Self-care
Walking

Children aged 5-17 years

[If child uses equipment or receives help]

3c1) Without the use of any equipment or assistance, does [name] have difficulty walking 500 yards/ meters on level ground? That would be about the length of 5 football fields. [Or insert country specific example].

Would you say... [Read response categories do not include No difficulty]
Walking

Children aged 5-17 years

[If child does not use equipment or receives help]

3b2) Compared with children of the same age, does [name] have difficulty walking **100** yards/meters on level ground? That would be about the length of 1 football field. [Or insert country specific example].

Would you say... [Read response categories]

If **Cannot do at all**, skip to Self-care
Walking

Children aged 5-17 years

[If child does not use equipment or receives help]

3c2) Compared with children of the same age, does [name] have difficulty walking 500 yards/meters on level ground? That would be about the length of 5 football fields. [Or insert country specific example].

Would you say... [Read response categories]
Visual Representation of Thematic Schema

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

Activities Considered by Respondent

- **General Conceptualization**
  - Physical capability of child to do a combination of multiple activities including feeding, dressing, bathing, combing hair, getting in and out of bed

- **Only Feeding**
  - Physical capability of child to feed themselves
  - Willingness of child to eat what he/she is given; whether child is a “fussy” eater

- **Only Dressing**
  - Physical capability of child to put on clothes
  - Willingness of child to wear appropriate clothing

- **Both Feeding and Dressing**
  - Physical capability of child to feed and dress themselves
  - Willingness of child to eat what he/she is given coupled with the willingness of child to wear appropriate clothing
Self-care

Children aged 5 - 17 years

4) ÷ Does [name] have difficulty with self-care such as feeding or dressing [him/herself]?
Would you say... [Read response categories]
Self-care: Probe Question

If Yes:

4a) Did you answer Yes because (choose all that apply):

- Your child has physical difficulty eating by [him/herself]
- You child has physical difficulty dressing
- Your child does not always eat the food that [he/she] is given
- Your child has difficulty choosing what clothes [he/she] should wear
- Something else (please specify): ____________________
Communication/Comprehension

Children aged 2-4 years

5a) Does [name] have difficulty understanding you?  
   Would you say... [Read response categories]

6a) Do you have difficulty understanding your child?  
   Would you say... [Read response categories]
Communication/Comprehension

Children aged 5-17 years

5b) Compared with children of the same age ~, does [name] have difficulty understanding other people?
Would you say... [Read response categories]

6b) Compared with children of the same age ~, does [name] have difficulty being understood by other people?
Would you say... [Read response categories]
Learning

Children aged 2-3 years

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

Would you say... [Read response categories]
Learning

Children aged 2-17 years

7b) Compared with children of the same age, does [name] have difficulty learning new things?

Would you say... [Read response categories]
Learning

Children aged 5-17 years

8) Compared with children of the same age, does [name] have difficulty remembering things?

Would you say... [Read response categories]
Learning: Probe Questions

If Yes:

8a) How much concern do you have about this difficulty?
   - No concern
   - A little
   - A lot
   - Somewhere in between a little and a lot

8b) In regard to his/her difficulty remembering, do you...
   - Take your child to a professional for help?
   - Wonder if you should take your child to a professional for help?
   - Believe that this difficulty is normal and that he or she will grow out of it?
Emotions

Children aged 5-17 years

9) How much does [name] worry or feel sad?

Would you say... [Read response categories]

1) Not at all
2) A little
3) A lot
4) Somewhere in between a little and a lot
Behavior

Children aged 2-4 years

10) Compared with children of the same age, how much does [name] kick, bite or hit other children or adults?

Would you say... [Read response categories]

1) Not at all
2) The same or less
3) More
4) A lot more
Behavior

Children aged 5-17 years

10) Compared with children of the same age, how much difficulty does [name] have controlling his/her behaviour?
Would you say... [Read response categories]

1) None
2) The same or less
3) More
4) A lot more
Attention

**Children aged 5-17**

11) ÷ Does [name] have difficulty *focussing* on an activity that [he/she] enjoys doing?

Would you say... *[Read response categories]*
Attention: Probe Questions

If Yes:

11a) How much concern do you have about this difficulty?
   • No concern
   • A little
   • A lot
   • Somewhere in between a little and a lot

11b) In regard to [his/her] difficulty focussing on an activity, do you...
   • Take your child to a professional for help?
   • Wonder if you should take your child to a professional for help?
   • Believe that this difficulty is normal and that he or she will grow out of it?
Coping with change

Children aged 5-17 years

12) \( \div \) Does [name] have difficulty accepting changes in [his/her] routine?

Would you say... [Read response categories]
Coping with change: Probe Questions

If Yes:

12a) How much concern do you have about this difficulty?
   • No concern
   • A little
   • A lot
   • Somewhere in between a little and a lot

12b) In regard to [his/her] difficulty coping with change, do you...
   • Take your child to a professional for help?
   • Wonder if you should take your child to a professional for help?
   • Believe that this difficulty is normal and that he or she will grow out of it?
Playing

Children aged 2-4 years

13) Compared to children of the same age, does [name] have difficulty playing ^?

Would you say... [Read response categories]
Playing: Probe Questions

If Yes:

13a) Did you answer Yes because (choose all that apply):

- your child is shy
- your child has a communication problem
- there are no other children to play with
- other children don’t want to play with [him/her]
- Something else (please specify): ____________________
Children aged 5-17 years

14) Does [name] have difficulty making friends?

Would you say... [Read response categories]