

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)
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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
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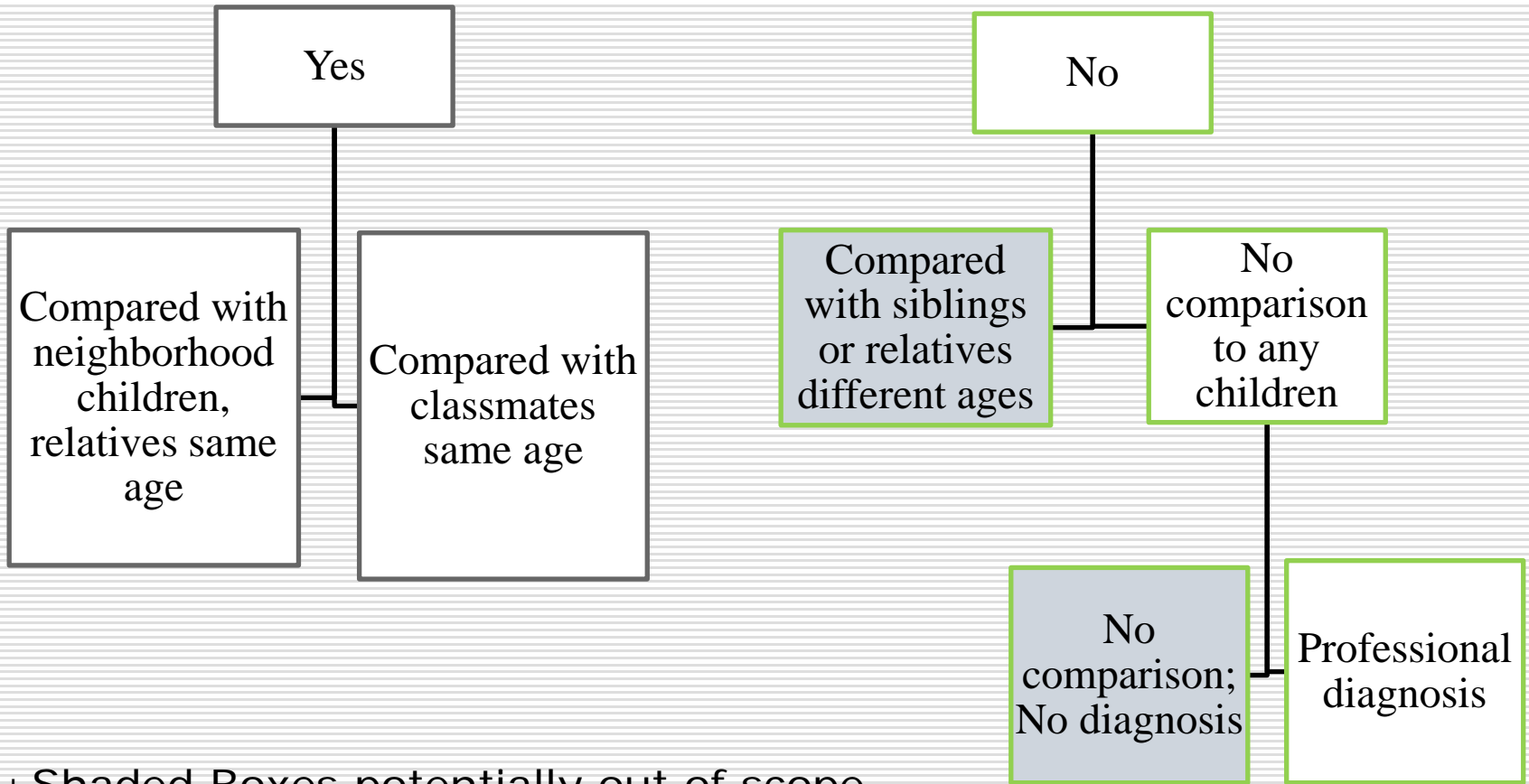
Overview of Primary Findings

- Parent proxy reports:
 - Parent expectations
 - Relationship between parent and child
 - Potential for False Positives
 - Domains most effected: those that generate parent frustration (Learning/remembering, communication, Attention/completing a task)
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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)
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Compared to Same Age



+ 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
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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

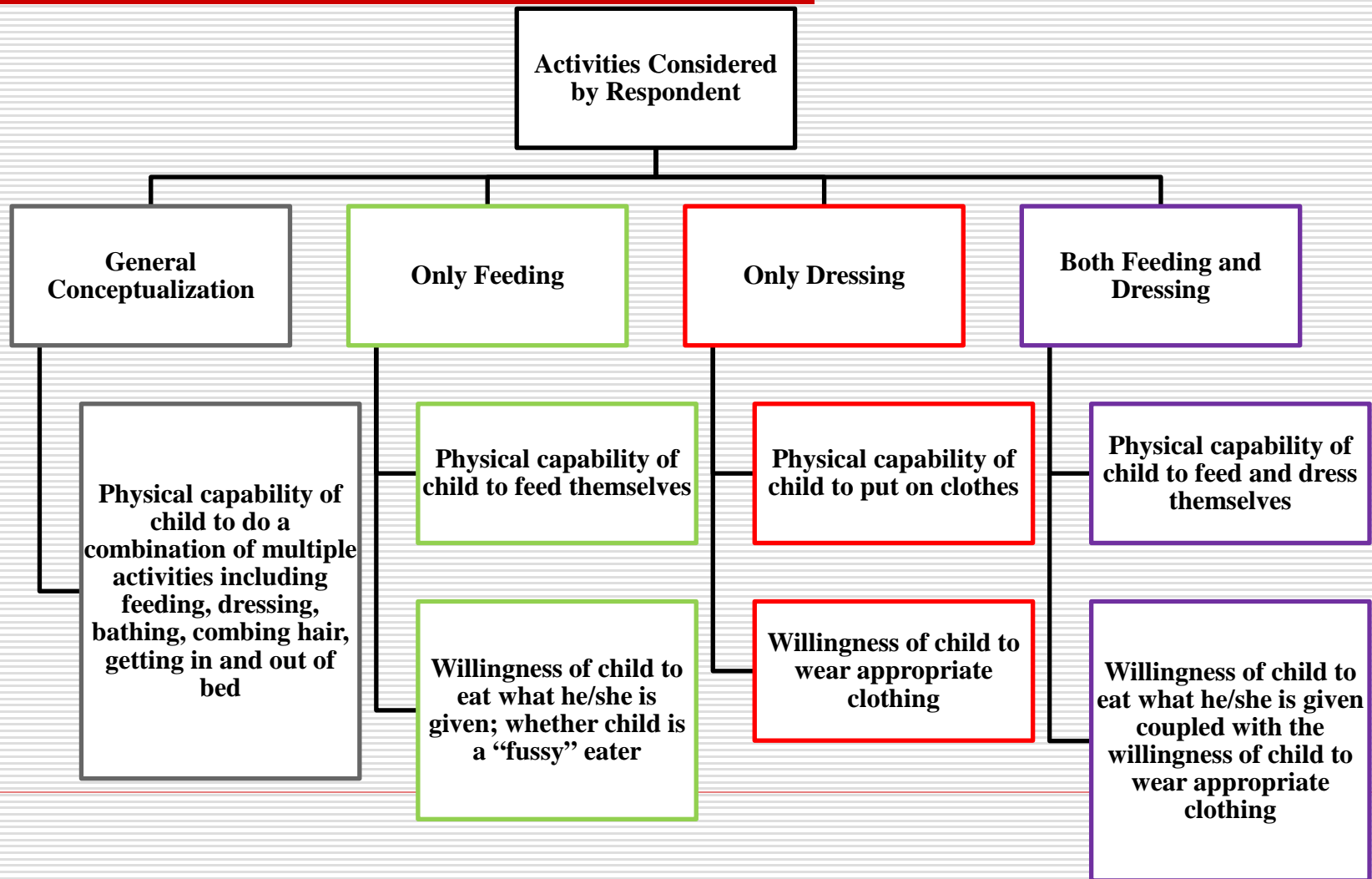
[If child does not use equipment or receives help]

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?



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]
 - Your 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) ÷ 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): _____
-

Relationships

Children aged 5-17 years

14) Does [name] have difficulty **making friends?**

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