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:

- The first round of testing was conducted in the United States, India, Oman, Belize and Montenegro between September 2012 and July 2013.
- The second round of testing was conducted in the United States in March/April 2014.
- The third round of testing was conducted in the United States in August 2014.

Analysis:
- Individual country reports
- Larger, unified analysis (N=258)
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 effected: 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 affected: 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

No comparison; No diagnosis

Professional diagnosis

+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
Hearing

Children aged 2-17 years

Does [he/she] have difficulty hearing, [even when using a hearing aid(s)]?
Hearing

Children aged 2-17 years

Does [name] use a hearing aid?

Yes/No

[If child uses a hearing aid]

Does [he/she] have difficulty hearing when using [his/her] hearing aid(s)?

[If child does NOT use a hearing aid]

Does [he/she] have difficulty hearing?
Hearing

Children aged 2-17 years
Does [name] use a hearing aid?  
  Yes/No

[If child uses a hearing aid]
When using [his/her] hearing aid(s), does [name] have difficulty hearing?

[If child does NOT use a hearing aid]
Does [name] have difficulty hearing?
Self-care

**Children aged 5 - 17 years**

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

Would you say... [Read response categories]
Self-care

Children aged 5 - 17 years

Does [name] have difficulty with self-care such as feeding or dressing [him/herself]?

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: **Probe Questions**

If Yes:

What type of difficulty does [name] have with self-care? (choose all that apply):

- Willingness to eat
- Choice of clothing
- Needs repeated reminders
- Physical ability to eat
- Physical ability to dress
- Other
Emotions

Children aged 5-17 years

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

Would you say... [Read response categories]
1) Not at all
2) Some
3) A lot
Emotions

Children aged 5-17 years

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
Emotions

Children aged 5-17 years

How often does [name] seem anxious, worried or nervous?

How often does [name] seem sad or depressed?

Would you say... [Read response categories]

1) daily
2) weekly
3) monthly
4) a few times a year
5) never