



Child Functioning Module (CFM)



National Statistics Bureau
Royal Government of Bhutan
www.nsb.gov.bt

JUNE 2021

CHILD FUNCTIONING MODULE (CFM)

INTRODUCTION

The Child functioning module were developed based on the Washington Group/UNICEF Child Functioning Module (CFM) which was developed, tested and adopted by UNICEF and the Washington Group on Disability Statistics (WG). The questions reflect advances in the conceptualization of disability and use the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) as a conceptual framework.

The module is comprised of two questionnaires – one with 10 questions for children aged 2 to 4 years and another with 16 questions for children aged 5 to 17 years.

Functional domains covered in each questionnaire are as follows:

2-4 years: Seeing, hearing, walking, fine motor, communication/comprehension, learning, playing and controlling behavior.

5-17 years: Seeing, hearing, walking, selfcare, communication/comprehension, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (anxiety and depression).

Two types of response formats are used in the questionnaire

- Dichotomous Yes/No responses : Questions that are introductory in nature use Yes/No response options. In some instances, these questions activate skip patterns.
- Example: Does (name) wear glasses or contact lenses? 1) Yes 2) No
- Scaled responses Questions to obtain information about degrees of difficulties, frequency or related qualities use scaled responses.

Example: Compared with children of the same age, does (name) have difficulty walking?

Would you say: 1) No difficulty 2) Some difficulty 3) A lot of difficulty 4) Cannot do at all

Example: How often does (name) seem very anxious, nervous or worried?

Would you say: 1) Daily 2) Weekly 3) Monthly 4) A few times a year 5) Never

Example: Compared with children of the same age, how much does (name) kick, bite or hit other children or adults?

Would you say: 1) Not at all 2) The same or less 3) More 4) A lot more

The questionnaire is to be administered to the mother or, if the mother is not alive or does not live in the household, to the primary caregiver of the child in the household. The primary caregiver may be someone who knows best about the child. For example: father, a grandparent, other family member or someone else living in the household. Respondents do not need to be literate, although depending on age, maturity, cognitive ability

and place of origin respondents may find some questions or concepts more difficult to understand than others. If the mother or primary caregiver is not available at the time of the interview, the interviewer must return to the home at a time when she is available. A substitute respondent who is not the mother or primary caregiver should not be interviewed in place of the mother/primary caregiver.

Each domain is covered separately and the full set of questions is appended to the end of this document

QUESTIONNAIRE ADMINISTRATION

SEEING

Domain: The purpose of this domain is to identify children with varying degrees of vision difficulties. Seeing difficulties include problems seeing things in day or night, close up or far away, reduced ability to see out of one or both eyes and limited peripheral vision.

Rationale: Seeing is measured with the use of corrective lenses if those lenses are used. Corrective lenses include glasses and contact lenses. Both terms are used in the questionnaire for children and youth aged 5 to 17 years, but only the term 'glasses' is used in the questionnaire for younger children (2-4 years). This is because (a) young children are rarely given the use of contact lenses and (b) cognitive testing has shown that the general usage of the term 'glasses' includes both glasses and contact lenses, so young children using contact lenses will be identified by this question.

Properly prescribed glasses are very effective in restoring vision. Moreover, glasses are close to being 'within the skin' and are considered to be like corrective surgery in the way they affect functioning. The question about seeing with glasses is only asked if glasses are worn. In many countries, access to glasses is widespread, so asking questions about seeing without corrective lenses would take valuable survey time but not produce much useful information. The use of glasses that do not correct vision would still be reported as a difficulty as would seeing problems where no glasses are worn. The most effective way to clarify this issue is to first ask whether the child wears glasses and then ask about their ability to see with glasses if they wear them. If the child does not wear glasses, the question omits any reference to glasses. With the exception of the inclusion of contact lenses, the questions for children aged 2 to 4 years are the same as those for children aged 5 to 17. This is because seeing develops rapidly over the first months of life and is well developed by 2 years of age.

Questions within the domain:

Children aged 2-4

1. Does (name) wear glasses?
 - 1a. When wearing his/her glasses, does (name) have difficulty seeing?
 - 1b. Does (name) have difficulty seeing?

Children aged 5-17

1. Does (name) wear glasses or contact lenses?

1a. When wearing his/her glasses or contact lenses, does (name) have difficulty seeing?

1b. Does (name) have difficulty seeing?

HEARING

Domain: The purpose of the hearing domain is to identify children who have hearing loss or auditory problems of any kind. This includes reduced hearing in one or both ears, the inability to hear in a noisy environment or to distinguish sounds from different sources. The question is not intended to capture children who can hear the sounds but either do not understand or choose to ignore what is being said to them. Those concepts are captured in the communication domain.

Rationale: As was the case for seeing, hearing is evaluated with the use of hearing aids if these are worn. It is acknowledged that hearing aids are not as successful in restoring hearing as glasses are for seeing and the use is not as widespread. Therefore, this question is structured in the same way as question 1 with the respondent first asked if the child wears a hearing aid and then, if one is worn, if the child has difficulty hearing with the hearing aid. If the child does not wear a hearing aid, the question omits any reference to hearing aids. The questions for children aged 2 to 4 years are the same as for children aged 5 to 17 years because processing of the intensity, frequency, and temporal characteristics of sound has reached adult levels of functioning by 6 months of age

Questions within the domain:

Children aged 2-4

Q2. Does (name) use a hearing aid?

Q2a. When using his/her hearing aid, does (name) have difficulty hearing sounds like people's voices or music?

Q2b. Does (name) have difficulty hearing sounds like people's voices or music?

Children aged 5-17

Q2. Does (name) use a hearing aid?

Q2a. When using his/her hearing aid, does (name) have difficulty hearing sounds like people's voices or music?

Q2b. Does (name) have difficulty hearing sounds like people's voices or music?

MOBILITY

Domain: The purpose of this domain is to identify children with varying degrees of gross motor difficulties. Walking is a good measure of gross motor skills because it requires a mix of strength, balance and the ability to control body movements against gravity, and because it is the primary mode used to move around and cover distances without the use of assistive devices.

Rationale: If the child uses an assistive device, this series of questions captures the child's ability to walk both with and without his/her equipment. Questions about walking without equipment capture a child's capacity to walk, while asking about walking with equipment, captures walking performance. These questions differ from the seeing and hearing questions that measure the child's ability to function only with their assistive devices. Mobility aids differ from seeing and hearing aids in two important ways. As noted in the section on seeing, glasses are more readily available and accessible than mobility aids in many countries due to their cost. They also are more successful in correcting the functional difficulty than are mobility devices in most contexts. In addition, while glasses and hearing aids are connected to the person (almost 'within-the-skin'), mobility aids vary widely. Aids such as canes improve walking ability, while wheelchairs provide a different means of getting from one place to another and therefore could be considered more of a substitute for walking. The success with which mobility devices improve functioning in this domain is also a function of the environment where the person lives. The survey is interested in capturing the child's functionality with and without the assistance but cannot address how the device affects functioning in different environments. For example, a school may need a ramp for a child who uses a wheelchair to attend. The wheelchair could improve the child's mobility but not affect school participation if the school environment cannot accommodate the wheelchair. The questions in the mobility domain differ for children aged 2 to 4 years because young children may still be in the process of developing walking endurance and may not be willing to walk longer distances. From a developmental standpoint, it is expected that a child will walk independently by the age of 2 years. Therefore, the question focuses on the physical activity (walking) rather than distance.

For children aged 5 to 17 years, the walking questions are more specific. A clear reference to distance (e.g., short and long distances) was added. Increasing the specificity is beneficial because it captures more variability in the ability to walk. A child with no difficulty walking a short distance but who is unable to walk longer distances may not be able to walk far enough to attend school. The question on the longer distance is more directly related to the ability to participate in society. By including both distance questions, the results provide a better differentiation in the population of the severity of walking difficulties experienced by children. While respondents may not have accurate knowledge of distances, the use of a common example for 100 metres (length of a football ground or a similar distance) does give the respondent a good idea of the distance of interest. Asking about 100 metres first, followed by the question on 500 metres, gives an indicator of relative size that the respondent can use in forming an answer.

Children aged 2-4

Q3. Does (name) use any equipment or receive assistance for walking? If No skip to Q4

Q3a. Without his/her equipment or assistance, does (name) have difficulty walking?

Q3b. With his/her equipment or assistance, does (name) have difficulty walking?

Q4. Compared with children of the same age, does (name) have difficulty walking? (Question Q4 is only asked for these children who do not receive assistance for walking nor use assistive devices)

Children aged 5-17

Q3. Does (name) use any equipment or receive assistance for walking? If no Skip to Q5a

Q3a. Without his/her equipment or assistance, does (name) have difficulty walking 100 metres on level ground? That would be about the length of 1 football ground or a similar distance

Q3b. Without his/her equipment or assistance, does (name) have difficulty walking 500 metres on level ground? That would be about the length of 5 football ground or a similar distance

Q4a. With his/her equipment or assistance, does (name) have difficulty walking 100 metres on level ground? That would be about the length of 1 football ground or a similar distance

Q4b. With his/her equipment or assistance, does (name) have difficulty walking 500 metres on level ground? That would be about the length of 5 football ground or a similar distance

Q5a. Compared with children of the same age, does (name) have difficulty walking 100 metres on level ground? That would be about the length of 1 football ground or a similar distance

Q5b. Compared with children of the same age, does (name) have difficulty walking 500 metres on level ground? That would be about the length of 5 football ground or a similar distance.

Note: Since wheelchairs serve as a mobility aid providing a substitute for walking, they are acceptable for inclusion as equipment for walking. Children who use wheelchairs will be identified as having functional difficulty walking in the questions asking about walking without equipment

SELF-CARE

Domain: This domain identifies children who have difficulty taking care of themselves as the result of functional difficulties in other areas, such as cognition. Such difficulty could also be the result of problems with the coordination of small muscle movements in the upper body.

Rationale: This question assesses whether the child has difficulty performing self-care tasks. The question specifies feeding and dressing because these represent tasks that occur on a daily basis and are considered basic activities across cultures. There is a great deal of normal variation in the ability of young children to perform self-care tasks and the expectations may vary significantly by culture so the module does not include any questions in the domain of self-care for children aged 2 to 4 years.

Questions within the domain:

Children aged 5 to 17 years:

Q6. Does (name) have difficulty with selfcare such as feeding or dressing him/herself?

FINE MOTOR

Domain: The purpose of this domain is to identify children with difficulty in the coordination of small muscle movements (i.e., fine motor difficulties).

Rationale: Picking up small objects (e.g., marble, button, small stone) is a good measure of basic fine motor skills because the task requires a mix of grip strength, motor control and dexterity. Fine motor development of children 5 to 17 years of age is captured in the self-care question as both dressing and feeding oneself requires such skills, so the module does not include any questions for that age range in this domain. This fine motor task was selected because in typical development, we expect that by about 12 months, children will be able to pick up small objects using the tip of the index finger and the thumb. The type of grasp (e.g., 'pincer', 'tripod') is not differentiated because between the ages of 2 and 4 years the grasp used to pick up objects can differ significantly.

Questions within the domain:

Children aged 2 to 4 years:

Q5. Compared with children of the same age, does (name) have difficulty picking up small objects with his/her hand?

COMMUNICATION/COMPREHENSION CHILDREN

Domain: The purpose of this domain is to identify children who have difficulty exchanging information or ideas with others at home, school or in the community through the use of spoken language. If a child does not have spoken language and does not have an available accommodation it will be very difficult for him or her to communicate, particularly outside of the immediate family. There are two important aspects of communication that are measured in the module: understanding others (receptive communication) and being understood by others (expressive communication).

Rationale: For children aged 2 to 4 years, the survey addresses both receptive communication (Does (name) have difficulty understanding you?) and expressive communication (When (name) speaks, do you have difficulty understanding him/her?). The questions for children aged 5 to 17 years focus only on expressive communication because the receptive communication questions picked up different constructs (i.e., emotions, point of view) in cognitive testing and it was determined this skill was being captured in the hearing and cognition domains. For children aged 5 to 17 years, the survey first addresses whether people inside the household can understand the child's speech and second whether it can be understood by people outside the household. Children who are non-verbal or have difficulties with speech may be able to communicate with household members who are attuned to the child's gestures or the idiosyncrasies of their speech but may have difficulty being understood by people with whom they are less familiar. The survey makes this distinction because difficulty communicating with people outside the family can have a significant impact on the child's ability to participate in his/her community.

Questions within the domain:

Children aged 2-4

Q6. Does (name) have difficulty understanding you?

Q7. When (name) speaks, do you have difficulty understanding him/her?

Children aged 5-17

Q7. When (name) speaks, does he/she have difficulty being understood by people inside of this household?

Q8. When (name) speaks, does he/she have difficulty being understood by people outside of this household?

LEARNING

Domain: The questions in this domain identify children with cognitive difficulties that make it hard to learn. All aspects of learning are included. The information or skills learned could be used for school or for play or any other activity.

Rationale: This question is the same for both groups of children and is designed to capture the child's ability to learn.

Questions within the domain:

Children aged 2-4

Q8. Compared with children of the same age, does (name) have difficulty learning things? Would you say (name) has: 1) no difficulty 2) some difficulty 3) a lot of difficulty 4) cannot do at all

Children aged 5-17

Q9. Compared with children of the same age, does (name) have difficulty learning things? Would you say (name) has: 1) no difficulty 2) some difficulty 3) a lot of difficulty 4) cannot do at all

REMEMBERING

Domain: The question refers to the use of memory to recall incidents or events, and identifies children with cognitive difficulties. Remembering should not be equated with memorizing.

Rationale: The question for school age children, 5 to 17 years, is associated with remembering rather than memorizing. This may include remembering new people, songs and games, routines, etc., as well as the kind of learning that traditionally occurs within an academic environment.

Questions within the domain:

Children aged 5-17

Q10. Compared with children of the same age, does (name) have difficulty remembering things? Would you say (name) has: 1) no difficulty 2) some difficulty 3) a lot of difficulty 4) cannot do at all

PLAYING

Domain: This question is meant to capture difficulty in playing that is related to any functional difficulty. Playing is a complex domain as it involves several functional capacities, from seeing to cognition. It is also heavily influenced by the child's environment.

Rationale: Play is recognized to be one of the most important activities for the development of young children. Whether alone or in the company of others, a child's ability to play is a building block to the development of social, emotional, cognitive and physical skills. The module does not include any questions in the domain of play for children aged 5 to 17 years as those skills are captured in the attention and relationship domains.

Questions within the domain:

Children aged 2-4

Q9. Compared with children of the same age, does (name) have difficulty playing?

ATTENTION AND CONCENTRATING

Domain: The purpose of this question is to identify children with attention difficulties that limit their ability to learn, interact with others and participate in their community. Children with difficulties in attention cannot concentrate on a task, often make careless mistakes, lose interest very quickly, do not listen and may be disorganized, forgetful and easily distracted. This kind of difficulty is often associated with attention deficit, hyperactivity or learning difficulties and is manifest in school as an inability to read, calculate or learn new things.

Rationale: Toddlers and younger preschoolers typically do not have the ability to stay focused for more than a few minutes. As a result, this domain is not measured for children aged 2 to 4 years.

Children aged 5-17

Q11. Does (name) have difficulty concentrating on an activity that he/she enjoys doing?

COPING WITH CHANGE

Domain: The purpose of this question is to identify children with cognitive or emotional difficulties that make them very resistant to change. This question is intended to identify those who have significant problems transitioning from one activity to another on a consistent basis, and with changes to their routine to the extent that it undermines their ability to participate in standard childhood activities. For example, it should capture children who are on the autism spectrum—a disorder that is often characterized by inflexible routines and rituals. This question is not intended to identify children who at times can be stubborn.

Rationale: For toddlers and younger preschoolers' difficulty in understanding and responding to change is part of normal development. Therefore, this domain is not measured for children aged 2 to 4 years.

Questions within the domain:

Children aged 5-17

Q12. Does (name) have difficulty accepting changes in his/her routine?

CONTROLLING BEHAVIOR

Domain: The purpose of this question is to identify children with behavioral difficulties that limit their ability to interact with other people in an appropriate manner. For young children, this can include kicking, biting and hitting. For older children, this can include telling lies, fighting, bullying, running away from home, or skipping school/playing truant. The question designed to measure the behavior domain for young children differs from the question for older children because the inability to exhibit self-control is a normal behavior for young children.

Rationale: Since all children may express some behavioral difficulties at one time or another, the question is preceded by the phrase 'compared with children of the same age' and the response options capture the degree to which demonstrated behavior is, according to the mother or primary caregiver, deemed excessive.

QUESTIONS WITHIN THE DOMAIN:

CHILDREN AGED 2-4

Q10. Compared with children of the same age, how much does (name) kick, bite or hit other children or adults?

Children aged 5-17

Q13. Compared with children of the same age, does (name) have difficulties controlling his/her behavior?

RELATIONSHIPS

Domain: This domain identifies children who have difficulty socializing with other children to an extent that it impacts their ability to participate in standard childhood activities. The ability to form relationships is an important indicator of normal development. Difficulties in this domain may also reflect other functional limitations because the inability to get along may be the result of emotional, behavioral, communication or cognitive difficulties.

Rationale: Since toddlers and younger preschoolers typically have not formed relationships outside of those with their caregivers and immediate family, this domain is not measured for children aged 2 to 4 years.

Children aged 5-17

Q14. Does (name) have difficulty making friends?

AFFECT

Domain: This question attempts to identify children having difficulties expressing and managing emotions. All children have some worries and may feel sad, but when these worries result in the child being restless, tired, inattentive, irritable, tense, and having sleep problems, they may interfere with the child's schooling and social development. Young children may deal with many of the same emotions as older children but they often do not have a way to share these feelings with others through either words or actions. Any attempt to ask caregivers about the emotions of toddlers and young children would yield unreliable results. Therefore, this set of questions is not included in the questionnaire for children aged 2 to 4 years.

Rationale: Emotional difficulties may be manifested by worry, sadness or anxiety or they may be episodic in nature, but frequent enough and significant enough to place the child at a higher risk of dropping out of school, not participating in family or community life, or harming themselves. This question is not meant to capture the response to a transitory event such as the anxiety of taking a school entrance exam or the normal grieving process such as one that accompanies the death of a parent, although such an event could be a trigger of a more pronounced problem with worry or sadness. The response categories for this domain are different from the previous, reflecting the frequency of the emotional difficulty rather than the intensity.

Questions within the domain:

Children aged 5 to 17 years:

Q15. How often does (name) seem very anxious, nervous or worried?

Q16. How often does (name) seem very sad or depressed?

ANNEXURE: CHILD FUNCTIONING MODULE QUESTIONNAIRE

CHILD FUNCTIONING (AGE 2-4)

	Domain 1: Seeing	
1	Does (name) wear glasses?	
	Yes(>>1b)	1
	No	2
1a	Does (name) have difficulty seeing?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
	>>2	
1b	When wearing his/her glasses, does (name) have difficulty seeing? Would you say (name) has:	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 2: HEARING

2	Does (name) use a hearing aid?	
	Yes(>>2b)	1
	No	2
2a	Does (name) have difficulty hearing sounds like peoples' voices or music?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
	>>3	
2b	When using (his/her) hearing aid(s), does (name) have difficulty hearing sounds like peoples' voices or music?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 3: MOBILITY

- 3 Does (name) use any equipment or receive assistance for walking?
- Yes 1
- No(>>4) 2
- 3a Without his/her equipment or assistance, does (name) have difficulty walking? Would you say (name) has:
- No difficulty 1
- Some difficulty 2
- A lot of difficulty 3
- Cannot do at all 4
- 3b With his/her equipment or assistance, does (name) have difficulty walking? Would you say (name) has:
- No difficulty 1
- Some difficulty 2
- A lot of difficulty 3
- Cannot do at all 4
- (Skip to 5)
- 4 Compared with children of the same age, does (name) have difficulty walking? Would you say (name) has
- No difficulty 1
- Some difficulty 2
- A lot of difficulty 3
- Cannot do at all 4

DOMAIN 4: FINE MOTOR

- 5 Compared with children of the same age, does (name) have difficulty picking up small objects with (his/her) hand?
- No difficulty 1
- Some difficulty 2
- A lot of difficulty 3
- Cannot do at all 4

DOMAIN 5: COMMUNICATION/COMPREHENSION

- 6 Does (name) have difficulty understanding you?

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

7	When (name) speaks, do you have difficulty understanding (him/her)?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 6: LEARNING

8	Compared with children of the same age, does (name) have difficulty learning things?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 7: PLAYING

9	Compared with children of the same age, does (name) have difficulty playing?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 8: CONTROLLING BEHAVIOUR

10	Compared with children of the same age, how much does (name) kick, bite or hit other children or adults? Would you say: not at all, less, the same, more or a lot more?	
	Not at all	1
	Less	2
	The same	3
	More	4
	A lot more	5

CHILD FUNCTIONING (AGE 5-17)

DOMAIN 1: SEEING

- 1 Does name wears glasses or contact lenses?
Yes(>>1b) 1
No 2
- 1a Does (name) have difficulty seeing?
No difficulty 1
Some difficulty 2
A lot of difficulty 3
Cannot do at all 4
>>2
- 1b When wearing (his/her) glasses or contact lenses, does (name) have difficulty seeing?
No difficulty 1
Some difficulty 2
A lot of difficulty 3
Cannot do at all 4

DOMAIN 2: HEARING

- 2 Does name uses a hearing aid?
Yes(<<<2b) 1
No 2
- 2a Does (name) have difficulty hearing sounds like peoples' voices or music?
No difficulty 1
Some difficulty 2
A lot of difficulty 3
Cannot do at all 4
>>3
- 2b When using (his/her) hearing aid(s), does (name) have difficulty hearing sounds like peoples' voices or music?
No difficulty 1
Some difficulty 2
A lot of difficulty 3
Cannot do at all 4

DOMAIN 3: MOBILITY

3	Does name uses equipment or receives assistance for walking?	
	Yes	1
	No(<<5a)	2
3a	Without (his/her) equipment or assistance, does (name) have difficulty walking100meters on level ground? That would be about the length of one archery ground.	
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
	If a lot of difficulty or cannot do at all then skip to 6)	
3b	Without (his/her) equipment or assistance, does (name) have difficulty walking 500meters on level ground? That would be about the length of 5 archery ground	
	Some difficulty	2
	A lot of difficulty	3
	Cannot see at all	4
4a	With (his/her) equipment or assistance, does (name) have difficulty walking100meter on level ground? That would be about the length of one archery ground.	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
	If a lot of difficulty or cannot do at all then skip to 6)	
4b	With (his/her) equipment or assistance, does (name) have difficulty walking 500 meters on level ground? That would be about the length of five archery ground.	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
	Skip to 6	
5a	Compared with children of the same age, does (name) have difficulty walking100meters on level ground? Probe:That would be about the length of 1 archery ground	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
	If a lot of difficulty or cannot do at all then skip to 6)	

5b	Compared with children of the same age, does (name) have difficulty walking 500 meters on level ground? Probe: That would be about the length of five football fields.	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 4: SELF CARE

6	Does (name) have difficulty with self-care such as feeding or dressing (himself/herself)?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 5: COMMUNICATION

7	When (name) speaks, does (he/she) have difficulty being understood by people inside of this household?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
8	When (name) speaks, does (he/she) have difficulty being understood by people outside of this household?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 6: LEARNING

9	Compared with children of the same age, does (name) have difficulty learning things?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 7: REMEMBERING

10	Compared with children of the same age, does (name) have difficulty remembering things?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 8: ATTENTION AND CONCENTRATING

11	Does (name) have difficulty concentrating on an activity that (he/she) enjoys doing?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 9: COPING WITH CHANGE

12	Does (name) have difficulty accepting changes in (his/her) routine?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 10: CONTROLLING BEHAVIOUR

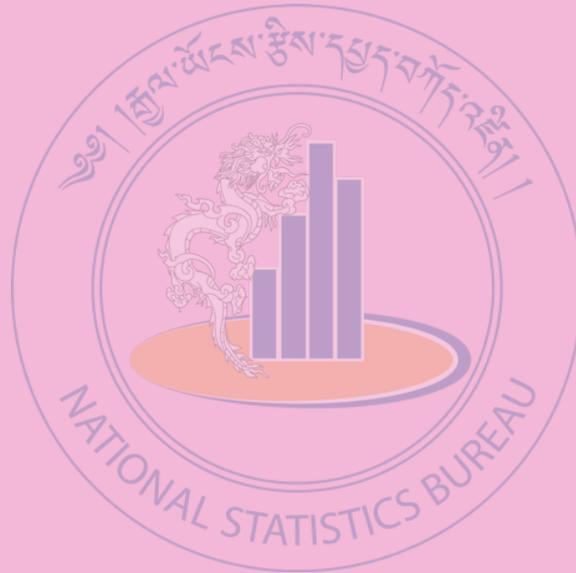
13	Compared with children of the same age, does (name) have difficulty controlling (his/her) behaviour?	
	Not at all	1
	Less	2
	The same	3
	More	4
	A lot more	5

DOMAIN 11: RELATIONSHIPS

14	Does (name) have difficulty making friends?	
	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4

DOMAIN 12: AFFECT

- 15 I would like to know how often (name) seems very anxious, nervous or worried.
- | | |
|------------------|---|
| Daily | 1 |
| Weekly | 2 |
| Monthly | 3 |
| Few times a year | 4 |
| Never | 5 |
- 16 I would also like to know how often (name) seems very sad or depressed.
Would you say: daily, weekly, monthly, a few times a year or never?
- | | |
|------------------|---|
| Daily | 1 |
| Weekly | 2 |
| Monthly | 3 |
| Few times a year | 4 |
| Never | 5 |



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