



Child Functioning Module – Humanitarian Version

**Question-by-question
specifications**



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Introduction

The Module on Child Functioning – Humanitarian Version (CFM-HV) is comprised of questions for children aged 2 to 4 years and questions for children aged 5 to 17 years. The questions are intended to be used in humanitarian settings, administered to caregivers.

Given the overall objective of collecting data that are most needed to develop a humanitarian response focusing on children with disabilities (defined as having functional limitations), and the considerable data collection challenges that are a function of the type and stage of the situation, a two-tier approach to collecting information is proposed:

Tier 1, the shortest set, would be used at the onset of the humanitarian situation. It is at this time that data collection challenges are usually most severe and when priority is given to data needs related to the immediate and most critical humanitarian response. Tier 1 includes 10 questions for children aged 2 to 4 years and children aged 5 to 17 years, covering 4 domains of functioning: vision, hearing, mobility and fine motor. The questions for children aged 2 to 4 years and 5 to 17 years are the same, with the only difference being the mention of 'contact lenses' in the first question of the module for children aged 5 to 17 years.

Tier 2 would be used when resources and time permit a more comprehensive data collection effort. Tier 2 includes 12 questions for children aged 2 to 4 years, covering 6 domains of functioning: vision, hearing, mobility, fine motor, communication and controlling behaviour. The version for children aged 5 to 17 years includes 14 questions covering 8 domains of functioning: vision, hearing, mobility, fine motor, communication, concentration, controlling behaviour and symptoms of anxiety.

Once the immediate needs of affected populations have been addressed and essential systems are well established, the standard CFM would be used, which includes 16 questions in 8 domains for children aged 2 to 4 years and 24 questions in 12 domains for children aged 5 to 17 years. Please refer to the [Child Functioning Module: Manual for Interviewer](#) for the question-by question specifications.

This purpose of this document is to indicate what is intended by each question. It describes each domain, the reason the domain is included, and the specific questions used to identify if the child has difficulty in the domain.

Opening statement

I would like to ask you some questions about difficulties your child may have.

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, a reduced ability to see out of one or both eyes, and limited peripheral vision.

Rationale: Seeing is measured by 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 aged 5 to 17 years, but only the term 'glasses' is used in the questionnaire for younger children (2 to 4 years old). This is because (a) young children are rarely given 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 fully correct vision would still be reported as a difficulty, as would vision 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 his or her ability to see with glasses, if worn. 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 years. 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:

Questionnaire for children aged 2 to 4 years

CFH1. Does (*name*) wear glasses?

- 1) Yes 2) No

If 'No' skip to CFH3

CFH2. When wearing his/her glasses, does (*name*) have difficulty seeing?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Skip to CFH4

CFH3. Does (*name*) have difficulty seeing?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Questionnaire for children aged 5 to 17 years

CFH1. Does (*name*) wear glasses or contact lenses?

- 1) Yes 2) No

If 'No' skip to CFH3

CFH2. When wearing his/her glasses or contact lenses, does (*name*) have difficulty seeing?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Skip to CFH4

CFH3. Does (*name*) have difficulty seeing?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

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 or quiet 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 by 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 their use is not as widespread. Therefore, this question is structured in the same way as question

CFH1: The respondent is 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. In areas where hearing aids are rare, the questions on use of hearing aids can be omitted.

The questions for children aged 2 to 4 years are the same as for children aged 5 to 17 years since 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:

Questionnaire for children aged 2 to 4 years

CFH4. Does (*name*) use a hearing aid?

- 1) Yes 2) No

If 'No' skip to CFH6

CFH5. When using his/her hearing aid, does (*name*) have difficulty hearing sounds like people's voices or music?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Skip to CFH7

CFH6. Does (*name*) have difficulty hearing sounds like people's voices or music?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Questionnaire for children aged 5 to 17 years

CFH4. Does (*name*) use a hearing aid?

- 1) Yes 2) No

If 'No' skip to CFH6

CFH5. When using his/her hearing aid, does (*name*) have difficulty hearing sounds like people's voices or music?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Skip to CFH7

CFH6. Does (*name*) have difficulty hearing sounds like people's voices or music?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

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.

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 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. Glasses are also more successful in correcting the functional difficulty than 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 in which the person lives. The survey is interested in capturing the child’s functionality with and without 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.



Questions within the domain:

Questionnaire for children aged 2 to 4 years

CFH7. Does (*name*) use any equipment or receive assistance for walking?

- 1) Yes 2) No

If ‘No’ skip to CFH9

CFH8. Without his/her equipment or assistance, does (*name*) have difficulty walking?

Would you say (*name*) has:

- 2) some difficulty
3) a lot of difficulty
4) cannot do at all

CFH9. Compared with children of the same age, does (*name*) have difficulty walking?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Questionnaire for children aged 5 to 17 years

CFH7. Does (*name*) use any equipment or receive assistance for walking?

- 1) Yes 2) No

If ‘No’ skip to CFH9

CFH8. Without his/her equipment or assistance, does (*name*) have difficulty walking?

Would you say (*name*) has:

- 2) some difficulty
3) a lot of difficulty
4) cannot do at all

CFH9. Compared with children of the same age, does (*name*) have difficulty walking?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Fine motor

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

Rationale: Picking up small objects (such as a marble, button, small stone or pencil) is a good measure of basic fine motor skills because the task requires a mix of grip strength, motor control and dexterity. 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 (for example, ‘pincer’ or ‘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:

Questionnaire for children aged 2 to 4 years

CFH10. Compared with children of the same age, does (*name*) have difficulty picking up small objects with his/her hand?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Questionnaire for children aged 5 to 17 years

CFH10. Compared with children of the same age, does (*name*) have difficulty picking up small objects, for example a pencil, with his/her hand?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Communication/Comprehension

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. 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 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 receptive communication (Does (*name*) have difficulty understanding you?). Communication is limited to interaction between the child and the mother or primary caregiver, including any non-verbal communication. The question on receptive communication does not specify whether the communication is verbal or non-verbal.

For children aged 5 to 17 years, the survey addresses whether the child 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 other non-verbal speech adaptations/mechanisms, 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:

Questionnaire for children aged 2 to 4 years

CFH11. Does (*name*) have difficulty understanding you?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Questionnaire for children aged 5 to 17 years

CFH11. When (*name*) speaks, does he/she have difficulty being understood by people outside of this household?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

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 attention difficulties cannot concentrate on a task, often make careless mistakes, lose interest very quickly, do not follow instructions, and may be disorganized, forgetful and easily distracted. This kind of difficulty is often associated with attention deficit or hyperactivity and is manifest in school as difficulties with reading, calculating or learning new things.

Rationale: Toddlers and younger pre-schoolers 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.

Question within the domain:

Questionnaire for children aged 5 to 17 years

CFH12. Does (*name*) have difficulty concentrating on an activity that he/she enjoys doing?

Would you say (*name*) has:

- 1) no difficulty 2) some difficulty
3) a lot of difficulty 4) cannot do at all

Controlling behaviour

Domain: The purpose of this question is to identify children with behavioural 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.

Rationale: Since all children may express some behavioural 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 behaviour is, according to the mother or primary caregiver, deemed excessive.

The question designed to measure the behaviour domain for young children differs from the question for older children because the inability to exhibit self-control is a normal behaviour for young children.

Questions within the domain:

Questionnaire for children aged 2 to 4 years

CFH12. Compared with children of the same age, how much does (*name*) kick, bite or hit other children or adults?

Would you say (*name*) has:

- | | |
|---------------|---------------------|
| 1) not at all | 2) the same or less |
| 3) more | 4) a lot more |

Questionnaire for children aged 5 to 17 years

CFH13. Compared with children of the same age, does (*name*) have difficulty controlling his/her behaviour?

Would you say (*name*) has:

- | | |
|------------------------|---------------------|
| 1) no difficulty | 2) some difficulty |
| 3) a lot of difficulty | 4) cannot do at all |

Affect

Domain: This question attempts to identify children having difficulties expressing and managing emotions. All children have some worries, 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.

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 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 trigger of a more pronounced problem with worry or sadness.

The response categories for this domain are different from the previous ones, reflecting the frequency of the emotional difficulty rather than the intensity.

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 question is not included in the questionnaire for children aged 2 to 4 years.

Question within the domain:

Questionnaire for children aged 5 to 17 years

CFH14. 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 | |



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